

Lewis, Edward A.

1929

A course of study in history for Grades

VI-VII-VIII



School of Education  
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Thesis

A COURSE OF STUDY IN HISTORY  
FOR GRADES VI - VII - VIII.

Submitted by

Edward Augustine Lawlor  
(A. B., Harvard, 1915)

In partial fulfillment of requirements for  
the degree of Master of Education.

1929

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# A COURSE of STUDY in HISTORY for GRADES VI-VII-VIII

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In these days of "curriculum building" and "Course-of-Study Revision", it would seem that upon the proposer of a new course of study should be placed the burden of justifying his effort. Otherwise it is likely to be regarded as "just another course." My interest in a new history course was due primarily to the fact that the history course in use in my own school was palpably inadequate. My curiosity was aroused as to the status of the history courses in other Massachusetts cities. With a view to satisfying this curiosity, I sent a request to forty-eight cities and towns in this state for a copy of their course of study in history.

An examination of the courses received, on the basis of a critique developed in a Boston University seminar group, made me feel that at the present time the history-teaching situation in the upper grades of the schools of Massachusetts is in large measure haphazard and not based on sound educational policy. Many cities and towns have no definite courses of study, and of those which have an organized course only a few display forward-looking tendencies. It is an encouraging fact that several cities report a current move to revise their courses. The fact that the state has appointed a committee to work on a new history course is an indication of further progress. Nevertheless one cannot deny that there is great need of improvement both in choice of objectives and in choice of subject matter, if history teaching throughout the state is to be made effective and fruitful.

I have attempted, in this course, to lay a firm foundation in the form of objectives that are clear and adequate for the guidance of both pupils and teachers. Within each unit, specific aims are



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stated, with the hope that no part of the work will lack purposive direction. My experience has been that both teachers and pupils make much greater progress if their eyes can be directed toward the goals toward which they are striving. Aimless work, whether in school or elsewhere, is a thief of both time and effort: hence it is incumbent upon curriculum-makers to supply clear and adequate direction to the work in history and all other school subjects.

I have, to the best of my ability, selected subject matter in terms of the aims which have been stated. Subject matter is merely a means to an end, and I have based my selection on this principle. Only those history materials have been incorporated which I felt would contribute toward the attainment of one or another of the objectives. The Civil War, for example, is not studied for itself, but rather as one step in the development of a much larger historical movement. Only so much of the Civil War, therefore, as is needed for the working out of the larger historical problem need be studied. To study every battle in that war, with attention to such details as the number of combatants involved, the number of casualties, the time involved, etc. would obviously be a waste of time and effort. Yet I have observed the Civil War being taught in that manner in a history class. There must be a selection, and a rejection, of subject matter based on aims that are both definite and adequate. This has been attempted in the following course.

Permit me to say, finally, that I consider this attempt as only a beginning. My intention is to submit it to a corps of teachers as a starting point for the reorganizing of the history work in my



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1. To state the objectives to be realized by study of

2. The bibliography.

In planning a course in history for groups VI-III-VII, I am aware of the present tendency to turn the social studies in these grades. This viewpoint is born of a growing skepticism concerning the future of history. I confess to a feeling that history, in its own right, has a contribution to make toward the attainment of the civic and educational objectives of education; a contribution which is lost if history materials are taught piecemeal, as must be the case in any social studies course.

Several describe the present-day tendency as follows. There are two or three issues that appear in connection with the study of history. In general, and more along the individual, a growing realization that history cannot meet directly the needs of present-day values, that they must explain or assist in explaining current social and political problems.

The emphasis upon the practical and the variety of contemporary issues which are "followed up" give some currency to the idea that history in organized fields ought not to be taught at all.

\* Lecture given by Woody at Jacob Slinger Hall, N. C. Feb. 1943

\*\* Woodruff, J. M. Experimental Social Studies Teaching in the Social

Studies Page 80



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Woody suggests the following as the essential steps in the process of curriculum building.\*

1. To obtain an adequate statement of aims
2. To select the subject matter through which the aims are to be attained
3. To suggest the methods and activities underlying the realization of the aims
4. To state the attainments to be realized in every grade
5. The bibliography.

In planning a course in history for grades VI-VII-VIII, I am disregarding the present tendency to fuse the social studies in these grades. This disregard is born of a strong skepticism concerning the fusion idea. I confess to a feeling that history, in its own right, has a contribution to make toward the attainment of the civic and cultural objectives of education; a contribution which is lost if history materials are taught piece-meal, as must be the case in any real fusion course.

Gambrill describes the present-day tendency as follows. "There are two or three issues that appear in connection with the place and function of history. In general, one finds among the innovators a strong insistence that history courses must conform to the test of practical civic value, that they must explain or assist in explaining current social and political problems.

"The emphasis upon the practical and the anxiety of enthusiasts about method to "follow life" give some currency to the idea that history in organized fields ought not to be taught at all."\*\*

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\* Lecture given by Woody at Jacob Sleeper Hall, B. U. Feb. 1928

\*\* Gambrill, J. M. Experimental Curriculum-Making in the Social Studies Page 50



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-----  
\* Lecture given by Woodby at Jacob Elwood Hall, N. E. Nov. 1925  
\*\* Campbell, J. M. Experimental Curriculum-Building in the Social



If we accept the principle that the outcomes of the teaching of the social studies are to be exclusively civic outcomes - and I cannot honestly accept that principle - there may possibly be some basis for the idea expressed above; though I am not at all convinced that the study of history, per se, has not important outcomes of a civic character. But history, it seems to me, has very important outcomes which are not at all civic in character; it has, for example, important cultural outcomes which cannot be ignored. It would seem to be the wisest procedure, therefore, to explore the field of educational objectives in toto, and to discover those objectives toward the attainment of which history can make a contribution. By such a method it should be possible to arrive at the formulation of objectives for history that will be socially worthwhile. The most generally accepted statement of the purposes of education is contained in the Seven Cardinal Objectives of Education. With this measuring stick we can proceed to evaluate and select our aims in history.

#### THE SEVEN CARDINAL OBJECTIVES OF EDUCATION.

##### 1. HEALTH and SAFETY.

The contribution of history to this objective is negligible. History can, however, develop an appreciation of the titanic struggles that have been waged to overcome disease, and a sincere respect for those health heroes who have made the victories possible.

##### 2. MASTERY of the TOOLS and TECHNICS of LEARNING.

History should develop an appreciation of the fact that civilization and progress owe much to the thinkers and doers.



It is to be noted that the purpose of the teaching of the social studies are to be exclusively civic outcomes - and I cannot honestly accept that principle - there may possibly be some basis for the idea expressed above; though I am not at all convinced that the study of history, for me, has not important outcomes of a civic character. But history, it seems to me, has very important outcomes which are not of all civic in character; it has, for example, important cultural outcomes which cannot be ignored. It would seem to be the wisest procedure, therefore, to explore the field of educational objectives in toto, and to discover those objectives toward the attainment of which history can make a contribution. By such a method it should be possible to arrive at the translation of objectives for history that will be socially worthwhile. The most generally accepted statement of the purposes of education is contained in the Seven Cardinal Objectives of Education. With this statement at hand we can proceed to evaluate and select our aims in history.

#### THE SEVEN CARDINAL OBJECTIVES OF EDUCATION.

##### 1. KNOWLEDGE AND SKILL.

The contribution of history to this objective is negligible. History can, however, develop an appreciation of the historic struggles that have been waged to overcome disease, and a sincere respect for those health heroes who have made the victories possible.

##### 2. KNOWLEDGE OF THE WORLD AND KNOWLEDGE OF LIFE.

History should develop an appreciation of the fact that civilization and progress owe much to the thinking and doing



Such appreciation should beget a proper attitude toward the task of mastery of the tools.

### 3. WORTHY HOME MEMBERSHIP.

History, by tracing the evolution of the family and the home, with the struggles and the hardships incidental thereto, should promote an attitude of respect and loyalty toward parenthood and family life.

### 4. VOCATIONAL and ECONOMICAL EFFECTIVENESS.

History shows how much we owe to those who discovered their talents and developed them. Lives of those who "made good" offer a chance to implant and foster the spirit of emulation in children.

### 5. FAITHFUL CITIZENSHIP.

History can contribute greatly toward the development of attitudes, appreciations, ideals and understandings that will enhance the quality of citizenship.

### 6. WISE USE OF LEISURE.

The creation and development of an enthusiasm for, and a compelling desire to read further in, history and historical literature should be one of the outcomes of the study of history. History should also build up a background of factual and informational data that will aid in understanding allusions to historic persons, dates and events.

### 7. ETHICAL CHARACTER.

Readings in the biographies of great men and women, an understanding of the traits that made them great, and a consequent conscious effort at emulation would be a contribution toward this objective.



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the of history of the world.

History, by tracing the evolution of the world and the  
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to, which stands as a witness of the world and history  
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### 1. HISTORICAL AND GEOGRAPHICAL FACTORS.

History shows how much we owe to the world  
their science and technology. It is of course the world  
good, to be a chance to learn the world and the world of  
education in the world.

### 2. HISTORICAL FACTORS.

History and geography are closely related and dependent  
of culture, geography, history and anthropology that  
will explain the world of history.

### 3. THE USE OF HISTORY.

The study and development of the world and history  
a large part of the world. It is of course the world  
and history should be the world of the world of  
history. History should also be a part of the world of  
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If, in the formulation of our objectives in history, we give due consideration to the contributions listed above, we should have, it seems to me, objectives whose validity would be beyond question.

(Nothing just happened: everything happens the way it does because of what happened before)

2. To inspire children with high ideals of citizenship through the stories of noble services rendered in the past.
3. To extend their mental horizons and broaden their sympathies till they develop tolerance and an international point of view.
4. To give them such knowledge that they may understand the allusions to history made in literature, geography, and in ordinary social intercourse.
5. To develop an understanding of how the local community has evolved.

The specific aims for each grade under these general headings will focus attention upon the necessary materials and procedures. Since it is obviously impossible to teach all of history, or even all of United States history, in grades VI-VII-VIII, we are forced to select those materials that will contribute most toward the aims listed above. In our selection, however, we must have due regard for the elements peculiar to the study of history. In this connection, Eriksen has the following to say.

"History, consisting as it does of related facts, contains certain elements peculiar to itself. These elements must exist in conjunction or they cease to be history." They are the elements of Continuity, Change, Time and Place.

"It is the passage of time, it is the time setting of facts which



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### GENERAL AIMS for the TEACHING of HISTORY.

1. To develop a historical point of view - so that present-day conditions, institutions and events can be seen in their true perspective against a background of the past.

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"It is the passage of time, it is the time setting of facts which



makes them history. Chronological history, so-called, is taboo in some quarters. If by this is meant an elimination of the idea of sequence of time and a neglect of the effect of the passing of time on human affairs, what remains ceases to be history at all."\*

-----

\* Knowlton, D. C. History and the Other Social Studies in the Junior High School Page 25

*Footnote*

The facts of history are not to be taken in isolated form, but are to be considered in the form of historical units, wherein the facts cluster about a specific personality, event; or institution as a center. Such units are to be selected as will satisfy the objectives that we have set up. Each of these units should be so presented that it can be seen as an integral part of the whole fabric of history.

It has seemed best to organize the historical materials into separate courses, each course satisfying one type of objectives. The reason for so doing is twofold.

1. Such an organization shows the teacher more clearly the aim of teaching each particular unit of history.
2. It likewise gives the teacher a clue as to the appropriate method to employ.

e.g. - For aims #1 and #3, listed above, the problem method should be used (a la Rugg)

For aim #2 the appreciation method should be used. (i.e., the children should revel in sweeping readings in history and historical literature, for the sheer love of reading)

For aim #4 a factual course should be given under a drill procedure.

Aim #5 would call for a combination of all three methods.



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Knowledge, D. C. History and the Other Social Studies in the Junior High School Page 52

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For aim 4 a factual course should be given under

a drill procedure.

and 5 would call for a combination of all three

methods.



Having organized these courses, I have combined units from each of them to make up the history work for each grade. The plan of organization is as follows.

1. Problem units
2. Appreciation readings appropriate to the times, events and personalities encountered in the problem.
3. Minimum facts that should be stored up and retained in connection with the times, events and personalities encountered in the problem.

Since under this plan it is necessary to intersperse units from the different courses throughout the three grades, the introduction to each course is stated below.

#### COURSE "A".

##### A Course in Problem Solving.

General aim -- To develop a historical point of view, so that present-day conditions can be seen in their true perspective against a background of the past.

Rugg says, "After more than a century of democracy there are signs of serious import that we are facing a near impasse in citizenship. This impasse, if such it is, is undoubtedly the natural outgrowth of our spectacular conquest of vast material wealth; of our reception into the country of thirty-three millions of people of diverse races, nationalities, practices and beliefs, and of the massing of human beings in cities at a rate of which we had hitherto not dreamed.

"To relieve this impasse, we must substitute critical judgment for impulsive response as the basis for deciding our social and political issues. ----- Only those who have been trained



Having organized these courses, I have combined with this book of them to make up the history with for each grade. The plan of organization is as follows.

1. Problem units

2. Approximate readings appropriate to the times, events,

and personalities encountered in the problem.

3. Main facts that should be stored up and retained

in connection with the times, events and personalities

encountered in the problem.

Since under this plan it is necessary to introduce units from the different courses throughout the three grades, the introduction to each course is stated below.

COURSE "A"

A course in Problem Solving.

General aim -- to develop a historical point of view, so that present-day conditions can be seen in their true perspective against a background of the past.

History says, "After more than a century of democracy there are signs of serious import that we are facing a new impasse in citizenship. This impasse, it says, is undoubtedly the natural outgrowth of our age-old confusion of fact and material world; of our tendency into the company of thirty-three millions of people of diverse races, nationalities, practices and beliefs, and of the masses of human beings in cities at a rate of which we had hitherto not dreamed.

To relieve this impasse, we must substitute rational judgment for negative responses on the basis of feeling and social and political issues. ----- Only those who have been through



through years of practice in the analysis of facts, in the making of decisions and the drawing of inferences and conclusions will resort to intelligence instead of to predisposition as their guide for conduct."\*

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\* Rugg and Schweppe - The Mechanical Conquest of America - Introduction



through means of practice is the analysis of the whole of the system of  
 relations and the drawing of its essence and conclusions will result  
 in intelligence instead of to practical action as their guide for con-

duct.

-----  
 and thought - the intellectual content of matter - Information



## COURSE "B"

## A Course in Readings.

Aim -- To develop certain attitudes, appreciations and ideals

1. An attitude of sympathy and understanding toward people of other nations.
2. An appreciation of the part heroism has played in history, and a reverence for heroes past and present.
3. A realization that our democracy is the result of sacrifices made over centuries of time.
4. An ideal of service and loyalty to the democracy that has been won for us at so great a price.
5. A compelling desire to read further in history and historical literature.

For this type of course, the appreciation technique is desirable. The pupils should be encouraged to read as widely as possible for the sheer pleasure of the thing. There should be no testing. Opportunity should be afforded, however, for voluntary discussion of the events and persons met in the reading. The list of readings contained in this course is merely suggestive, and the scope of reading should by no means be limited to the books named. Pupils should be encouraged to find other worth-while readings and to recommend to each other readings that they especially enjoyed. New references of this kind should be added by the teacher to the grade list.



CHAPTER III

THE HISTORY OF THE

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## COURSE "C"

A Course in historical information and facts.

Aim - To develop a background of <sup>to</sup> factual information that will aid in understanding allusions to historic persons, dates and events encountered in reading and in social intercourse.

In organizing the course in minimum facts, I have depended to some extent upon the results by Washburne in the Twenty-second Year-book of the Society for the Study of Education. From Washburne's list I have taken those facts which are essentially historical in nature. These facts have formed the nucleus of the list. The Washburne survey covered only the field of the periodicals and extended only up to 1922. His list lacks, therefore, such important items as, Lindbergh, Byrd, The Washington Conference, Television and others. There are, moreover, certain events and places of special significance to residents of Massachusetts - such as Concord Bridge, Lexington Green, Bunkerhill Monument, Plymouth Rock, the Old North Church, Faneuil Hall, etc., which should be included in any list to be used in a Massachusetts city. These I have added.

Most of the facts in this course will doubtless be learned by absorption during the procedures involved in courses A and B. No fact teaching should be done until after the facts have been met in the other units of work. The teacher should then impress upon the pupils the necessity of retaining the facts listed, and the work should be carried on with the same thoroughness and attention to detail as the work in spelling or any other drill subject. As each of the facts is met in the history work, it should be written in a prominent place in the room and kept there until mastered by the entire class. Frequent







tests of the True-False or the Sentence-Completion variety should be given as a check on the learning of the facts. 100% mastery should be made a matter of class pride, and occasional interclass history matches held to motivate the work.

The items listed in Course "C" are merely historical allusions which the reader should be able to identify and appreciate when they are met in the course of one's reading. The exact information which should be retained concerning each of these items is a matter for further study.

Lafayette  
 Benjamin Franklin  
 Andrew Jackson  
 Abraham Lincoln  
 Ulysses S. Grant  
 Robert E. Lee  
 Grover Cleveland  
 William McKinley  
 Theodore Roosevelt  
 William H. Taft  
 Thomas A. Edison  
 Charles E. Hughes  
 Robert E. Peary  
 Woodrow Wilson  
 John J. Pershing  
 Ferdinand Foch  
 Charles Lindbergh  
 Richard E. Byrd  
 Calvin Coolidge  
 Herbert Hoover  
 Andrew Carnegie  
 Mark Twain  
 Jane Addams  
 Leonard Wood  
 Harold  
 Jefferson Davis  
 James A. Garfield  
 Henry Ford  
 James J. Hill  
 George III  
 "Minutemen"  
 "Great Freeway"  
 "Old Hickory"  
 "Poor Richard's Almanac"

The South Pole  
 Panama Canal  
 Cuba  
 Philippines  
 Alaska  
 Washington, D.C.  
 Mississippi River  
 Virgin Islands  
 Old World  
 New World  
 California  
 Spain  
 Hudson River  
 New England  
 Florida  
 New Orleans  
 Georgia  
 The West  
 The North  
 The South  
 West Indies  
 Middle West  
 France

1492  
 1606  
 1776  
 1776  
 1789  
 1789  
 1812  
 1861-1865  
 1865  
 1814-1815

Feb. 12  
 Feb. 22  
 April 15  
 May 20  
 June 14  
 July 4  
 Oct. 14

Independence  
 Constitution of U.S.  
 Monroe Doctrine  
 French Revolution  
 Revolutionary War  
 Industrial Revolution  
 Continental Congress  
 President  
 Supreme Court  
 Slavery  
 Tariff  
 Democracy  
 the "Allies"  
 Central Powers  
 Spanish-American War  
 World War  
 Liberty Loans  
 League of Nations  
 Limitation of  
 armaments  
 Immigration  
 West Point  
 Capitol (at Washington)  
 the Union (U.S.)  
 Red Cross  
 Latin America  
 the Cabinet (of Pres.)  
 S.D.S.  
 Morse code  
 Decade  
 Natural resources  
 Mayflower  
 A.S.T.  
 Peace Conference  
 Uncle Sam  
 "nationalism"  
 western front  
 Women suffrage  
 Yankee  
 Mount Airy



points of the value of the sentence-complexion variety should be  
given as a check on the validity of the tests. 1955-1956 study should  
be made a matter of office policy, and occasional informal history  
sessions held to motivate the work.  
The items listed in Volume "C" are mostly historical situations  
with the reader should be able to identify and describe when they  
are met in the course of one's reading. The exact information which  
should be retained concerning each of these items is a matter for  
further study.



## COURSE "C"

Minimum List of Historical Allusions with Which the Pupil Should be Acquainted.

Columbus	Indians	Virginia	Age of steel
Magellan	Puritans	Massachusetts	Age of electricity
Cortez	Pilgrims	Pennsylvania	Coal age
Capt. John Smith	Quakers	Mexico	Congress
Henry Hudson	Slavs	Plymouth	Civil War
Walter Raleigh	Huguenots	Mt. Vernon	White House
William Penn		The Arctic	Republican party
James Madison		The North Pole	Democratic party
Thomas Jefferson		The Antarctic	Declaration of
Daniel Webster		The South Pole	Independence
Paul Revere		Panama Canal	Constitution of U.S.
Lafayette		Cuba	Monroe Doctrine
Benjamin Franklin		Philippines	French Revolution
Andrew Jackson		Alaska	Revolutionary War
Abraham Lincoln		Washington, D.C.	Industrial Revolution
Ulysses S. Grant		Mississippi River	Continental Congress
Robert E. Lee		Virgin Islands	President
Grover Cleveland		Old World	Supreme Court
William McKinley		New World	Slavery
Theodore Roosevelt		California	Tariff
William H. Taft		Spain	democracy
Thomas A. Edison		Hudson River	the "Allies"
Charles E. Hughes		New England	Central Powers
Robert E. Peary		Florida	Spanish-American War
Woodrow Wilson		New Orleans	World War
John J. Pershing		Georgia	Liberty Loans
Ferdinand Foch		The West	League of Nations
Charles Lindbergh		The North	Limitation of
Richard E. Byrd		The South	armaments
Calvin Coolidge		West Indies	Immigration
Herbert Hoover		Middle West	West Point
Andrew Carnegie		France	Capitol (at Washington)
Mark Twain			the Union (U.S.)
Jane Addams			Red Cross
Leonard Wood		1492	Latin America
Marconi		1620	the Cabinet (of Pres.)
Jefferson Davis		1775	5:5:3
James A. Garfield		1776	Morse code
Henry Ford		1789	decade
James J. Hill		1812	Natural resources
George III		1861-1865	Mayflower
"Honest Abe"		1898	A.E.F.
"Great Peacemaker"		1914-1918	Peace Conference
"Old Hickory"			Uncle Sam
"Poor Richard's Almanac		Feb. 12	"watchful waiting"
		Feb. 22	western front
		April 19	Woman suffrage
		May 30	Yankee
		June 14	Rough Riders
		July 4	
		Oct. 12	







### Methodology

The purpose of a course in problem-solving is to develop in pupils

1. Understandings
2. A critical point of view
3. A research attitude, a desire to discover the WHY and the HOW of things.

The teacher's task is to create a habit of open-mindedness among the class. When a class has reached the point where its members are inclined to suspend judgment until the whole problem has been studied, the teacher is justified in feeling more satisfaction than if many facts of history had been learned without any critical reaction to these facts. Facts should be seen in their true setting and appraised with due consideration for the time and locale of their occurrence.

The teacher, therefore, should prepare the way for the work of each problem by presenting the background of historic coloring. The voyages of Columbus, viewed through twentieth-century spectacles, hold very little inspiration for the child. But, to the child who can be lured back to the fifteenth century; who can, with the boy Columbus, gaze out from the wharf in Genoa and speculate as to why those ships slowly sink down and disappear over the horizon; who can hear the people ridicule the "radical" ideas of Columbus regarding the world's shape, and see them point him out on the street as a "crazy man"; who can sail with Columbus out over the "sea of darkness" and hear the mutterings of his terror-stricken sailors; who can share the thrill of his final success and vindication; to that child will come a lasting impression of the true Columbus and his magnificent achievement. This "living with Columbus is an example of active learning, as contrasted to the mere passive learning of the facts of the life and voyages of



## Methodology

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1. Understanding
2. A critical point of view
3. A research attitude, a desire to discover the why and the how of things.

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The teacher, therefore, should prepare the way for the work of each problem by presenting the background of historic coloring. The voyages of Columbus, viewed through twentieth-century spectacles, hold very little inspiration for the child. But, to the child who can be turned back to the fifteenth century; who can, with the boy's distance, gaze out from the wharf in Genoa and speculate as to why those ships slowly sink down and disappear over the horizon; who can hear the people of the "real" island of Columbus regarding the world's shape, and as they point him out on the street as a "foxy man"; who can sail with Columbus out over the "sea of darkness" and hear the murmurings of his harbor-artisan sailors; who can share the thrill of his final success and indignation; to that child will come a lasting impression of the true Columbus and his magnificent achievement. This "living" Columbus is an example of active learning, as contrasted to the mere passive learning of the facts of the life and voyages of



Columbus. The teacher should strive in every possible way to supplement passive learning by active learning, to enrich impression by using the devices of expression.

Expression is highly valuable in stimulating pupils to clarify and organize their ideas. For that reason the use of many expressional activities is recommended to the teacher. Heretofore the tendency has been to depend in great measure upon language expression, and the "recitation" has assumed undue importance in the teaching technique of such a study as history. Increasing emphasis should be laid upon such expressional activities as drawing, cartooning, diagraming, map-making, graphing and dramatization. All pupils should be encouraged to express themselves in these ways, and pupils showing special talent should be permitted to do extra work along the lines in which they display ability. Teachers can find splendid examples of these kinds of expression in such books as the following

Making History Graphic - Daniel C. Knowlton (Scribners)

Social Science Pamphlets - Ruug and Schweppe (Lincoln School).



...the teacher should strive in every possible way to suggest  
that passive learning by rote is learning, to action by means of  
using the devices of expression.  
Expression is highly valuable in stimulating pupils to clarity  
and creative their ideas. For that reason the use of many expressive  
activities is recommended to the teacher. Therefore the teacher  
has been to attend in that matter upon language, mathematics, and the  
sciences, has assigned undue importance in the teaching technique  
of such a study as history. Involvement in expression would be laid down  
such expressive activities as dramatizing, story-telling, singing, etc.,  
writing, drawing and construction. All pupils should be encouraged  
to express themselves in these ways, and pupils should be given  
should be permitted to do extra work in the language in which they  
display ability. Teachers can find suitable examples of these kinds  
of expression in such books as the following:  
Making History Graphic - Daniel G. Houston  
(Scraper)  
Social Science Experiences - Margaret Thompson  
(Lincoln School)



### The Appreciation Lesson

"The responsibility of awakening the interests of the pupils, developing their discriminating tastes, improving their intelligent listening, and opening up to them the means of keener enjoyment of the better things of life, rests with the teacher."\* A good appreciation lesson, according to the authors quoted above, should contain the following elements.

1. Thoughtful, intensive preparation by the teacher
2. Genuine enthusiasm
3. Careful preparation on part of pupils
4. Impressive introduction of the subject
5. An interesting presentation throughout
6. The adjustment to meet the levels and the needs of each individual
7. Creation of new sources of interest in the pupils.

At the proper psychological point in the study of Columbus, the teacher might read Joaquin Miller's poem "Columbus" to the class. Prior to the reading of the poem a map lesson should be taken when the route followed by Columbus should be traced, the Azores located, the "Gates of Hercules" explained and located on the map. During the reading of the poem, and immediately thereafter, there should be no attempt at explanation or dissection. A reiteration of the poem's finale would, perhaps, serve to deepen the impression made upon the minds and feelings of the pupils.

"He found a world:he gave that world

Its greatest lesson, "On and On!"

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## Course "A" Grade VI

## A Course in Problem Solving.

## HOW the WHITE MAN CROSSED a MIGHTY OCEAN AND FOUND a NEW CONTINENT.

Specific Aims

1. To know Columbus as an independent thinker and a hero of perseverance and courage.
2. To appreciate the impetus given to exploration and discovery by Columbus's bravery and success.
3. To realize that not only white men, but also the white man's civilization and customs came over in the ships of Columbus and his followers.
4. To appreciate that Columbus planted here the cross of Christianity and dedicated his new found land to God.
5. To develop ability to interpret maps.

## Unit 1. HOW AMERICA CAME TO BE DISCOVERED.

## I. Introductory presentation by teacher.

Should give to the pupils a conception of the geographic knowledge of the people of the 14th and 15th centuries. Should show how important were trading and commerce in the lives of the people; how new wants were created by the contact of the Crusaders with eastern civilization. Should explain why a new all-water route to the East was so important as to occupy the attention and thoughts of kings and others in high position. The teacher should use every visual aid that she possibly can in this expository step, as well as readings from books dealing with these topics. Stories of the Crusades offer a splendid introduction to this unit of work.

## II. Pupil participation in the organization of the problem.

Pupils should be encouraged to read as widely as possible in all available reference books to learn as much as possible about the following topics, and to present any questions and minor problems that may arise in the course of their reading. This practice of formulating questions and delving into the reading materials to find the

1. The purpose of the study is to determine the effect of the treatment on the response of the subjects.

2. The subjects of the study are the subjects who are assigned to the treatment group and the control group.

3. The treatment group is the group of subjects who are assigned to the treatment group.

4. The control group is the group of subjects who are assigned to the control group.

5. The response of the subjects is the response of the subjects to the treatment.

6. The response of the subjects is the response of the subjects to the treatment.

7. The response of the subjects is the response of the subjects to the treatment.

8. The response of the subjects is the response of the subjects to the treatment.

9. The response of the subjects is the response of the subjects to the treatment.

10. The response of the subjects is the response of the subjects to the treatment.

11. The response of the subjects is the response of the subjects to the treatment.



Course "A" --- Grade VI (cont.) #2

answers cannot be too greatly stressed. In it lies the germ of research.

1. Creation of New Tastes in Western Europe--through the Crusades. Acquaintance with spices, perfumes, gems, sugar, etc.

Further pursuance of the teacher's story of early Europe and the Crusades - to secure a background of understanding of the situation that eventuated in the discovery of America.

2. Marco Polo -- and his tales of China

Blackboard and map demonstrations by the teacher to show

- a. the land route and its difficulties
- b. attempts to reach China by sailing around Africa.

3. Story of Prince Henry the Navigator.

- a. The "Cape of Storms" or the "Cape of Good Hope"?
- b. Vasco De Gama

4. Columbus's theory of the shape of the earth.

- a. His plan to reach the East by sailing west.

5. Columbus's difficulties in securing backing for his venture.

- a. Ferdinand and Isabella

6. The difficulties of the voyage.

- a. Reading of the poem "Columbus"

7. His final success and the consequent misfortunes.

8. What Columbus thought he had discovered.

- a. Origin of the name "Indians."

### III. Pupil activities and use of visual aids.

1. The beginning of a cumulative Map of the Explorers

On an outline map each pupil is to trace in the routes taken by Columbus on his voyages. (The voyages of the other explorers are to be traced in at a later time)

2. A pupil should be chosen to copy on the blackboard a drawing of the kind of map used by Columbus.  
(John Fiske, "The Discovery of America" page 356)

Godard "A" --- Grade VI (cont.)

...of the ... ..  
... ..

1. ... ..  
... ..

Further ... ..  
... ..

... ..

2. ... ..

... ..

a. ... ..

b. ... ..

3. ... ..

a. ... ..

b. ... ..

4. ... ..

a. ... ..

b. ... ..

a. ... ..

b. ... ..

c. ... ..

d. ... ..

e. ... ..

f. ... ..

III. ... ..

1. ... ..

On an outline map, each pupil is to trace ... ..  
... ..

2. ... ..  
... ..  
... ..



Course "A"

-- Grade VI (cont.) #3

(Social Science Pamphlet Vol II Pamphlet I - page 40)

This map shows Cathay and India and Cipango (Japan) as separated from Europe only by the Ocean, and makes clear why Columbus thought he had reached India.

The Columbus map and the modern map should be constantly used for comparison. The globe should be used to illustrate why Columbus sought the East by sailing due west.

3. Pictures and models of Columbus' ships should be observed and compared with modern transatlantic liners. Comparisons of size, speed of travel, materials of construction, etc. should be made.
4. Debate - Resolved: that Columbus's voyage required more courage than did Lindbergh's flight.
5. The High Spot in this unit of work should be a fitting and wholehearted observance of Columbus Day. No episode in all history lends itself more to effective dramatization than does the story of Columbus. Children should be encouraged and inspired to dramatize such striking scenes as
  - a. Columbus pleading his cause before Ferdinand and Isabella
  - b. The Voyage (based on Joaquin Miller's poem, "Columbus")
  - c. The Landing of Columbus
  - d. The Triumphant Return.

Where possible, the showing of the picture "Columbus" of the Chronicles of America series would be very fitting climax to the work of this unit.

#### 6. Study pictures of Columbus

Perry Pictures

- |       |                                       |
|-------|---------------------------------------|
| #1323 | - Departure of Columbus               |
| 1324  | - Departure of Columbus from Palos    |
| 1326  | - Columbus Statue                     |
| 1328  | - Columbus on deck of the Santa Maria |
| 1329  | - Landing of Columbus                 |
| 658   | - Death of Columbus                   |

Special Notes: Chapter I - page 40  
This map shows Italy and Sicily and Cyprus (Italy) as  
separated from Europe only by the Ocean, and makes clear  
why Columbus thought he had reached India.  
The Columbus map and the modern map should be com-  
pared for comparison. The globe should be used to  
illustrate why Columbus sought the East by sailing  
west.

3. Pictures and models of Columbus' ships should be observed and  
compared with modern transatlantic liners. Comparisons of  
size, speed of travel, materials of construction, etc., should  
be made.

4. Passage - Readings: That Columbus' voyage required more  
courage than did Lindbergh's flight.

5. The high spot in this unit of work should be a fitting and  
wholesome observance of Columbus Day. No episode in all  
history lends itself more to effective dramatization than does  
the story of Columbus. Children should be encouraged and in-  
spired to dramatize such striking scenes as

a. Columbus pleading his cause before Ferdinand and  
Isabella

b. The Voyage (based on Joseph Miller's poem, "Columbus")

c. The Landing of Columbus

d. The Triumphant Return

When possible, the showing of the picture "Columbus" of the United  
States of America series would be very fitting climax to the work of  
this unit.

### 3. Study pictures of Columbus

1492 - Departure of Columbus	Perry Pictures
1492 - Departure of Columbus from Palos	
1492 - Columbus starts	
1492 - Columbus on deck of the Santa Maria	
1492 - Landing of Columbus	
1492 - Death of Columbus	



### Bibliography for Unit I

Atkinson - European Beginnings of American History

Nida - The Dawn of American History in Europe

Morris - Heroes of Discovery in America

Van Loon - A Short History of Discovery

Shaw - Discoverers and Explorers

Johnson - World's Discoverers

Pratt - Exploration and Discovery

Barstow - Explorers and Settlers

Johnston - Our Little Crusader Cousin of Long Ago

Woodburn and Moran -- Introduction to American History

## Bibliography for Unit I

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 Shaw - Discoveries and Explorers  
 Johnson - World's Discoveries  
 Pratt - Exploration and Discovery  
 Harlow - Explorers and Settlers  
 Johnston - Our Little Discoverer Council of Long Ago  
 Woodburn and Morris -- Introduction to American History



## CHRISTOPHER COLUMBUS

### Books for Teachers

Irving - Life and Voyages of Christopher Columbus

Miller - History in Story, Song and Action

Lane and Hill - American History in Literature

Adams and McCarrick - Highdays and Holidays

Barnum, M. D. - School Plays for All Occasions

Deming and Bemis - Pieces for Every Day the Schools Celebrate

Faxon, G. B., ed. - Pieces and Plays for October Days

Schauffler and Sanford - Plays for Our American Holidays





Readings on Life of Columbus

Through the Work of Unit I there should be created a strong desire to know more about the man who made our nation possible. This desire should be thoroughly and pleasantly satisfied before any further formal history work should be attempted. Pupils should be encouraged for the sheer pleasure of reading and of becoming intimately acquainted with the great men and women of history. In this reading the teacher's role should be that of a guide, not a task master. There should be no testing on this phase of the history work. Opportunity should be given, however, for free discussion concerning the events and persons met in the reading.

Readings of Life of Columbus

Through the work of Unit I there should be created a strong desire to know more about the man who made our nation possible. This desire should be thoroughly and persistently cultivated before any further formal history work should be attempted. Pupils should be encouraged for the sheer pleasure of reading and of becoming intimately acquainted with the great men and women of history. In this reading the teacher's role should be that of a guide, not a task master. There should be no testing on this phase of the history work. Reportorially should be given, however, for true distinction concerning the events and persons met in the reading.



## CHRISTOPHER COLUMBUS

Moores, Charles W. - The Life of Christopher Columbus

-----  
Seawell - Son of Columbus

-----  
Alden, W. L. - Christopher Columbus, the First American Citizen

-----  
Bassett, S. W. - The Story of Columbus

-----  
Brooks, E. S. - True Story of Christopher Columbus

-----  
Foote and Skinner - Explorers and Founders of America

-----  
Hale E. E. - Stories of the Sea

-----  
Herdman, M. L. - The Story of the United States

"Columbus dreams of a new way to India"

"A new world is discovered"

"How the dream of Columbus has been more than realized"

-----  
Sparks E. E. - Famous Explorers

"In the footsteps of Columbus"

"Companions of Columbus"

-----  
Mace W. H. - Stories of Heroism

-----  
Olcott, F. J. - Good Stories for Great Birthdays

"Columbus, and Discoverer's Day"

-----  
Stapley, Mildred - Christopher Columbus

(True Stories of Great Americans)

-----  
Wade, M. H. - The Coming of the White Men

"The Genoese Sailor"

-----  
Burnham - Hero Tales from History

"Columbus, the Map Maker Who Found a New World"

-----  
Lawler - The Story of Columbus and Magellan

-----

CONTENTS

Notes, Charles W. - The life of Christopher Columbus

General - Son of Columbus

Allen, A. L. - Christopher Columbus, the first great discoverer

Ward, A. L. - The story of Columbus

Ward, A. L. - The story of Christopher Columbus

Ward and Allen - Explorers and Discoverers of America

Ward, A. L. - General of the sea

Ward, A. L. - The story of the first voyage

Ward, A. L. - The story of the first voyage

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Ward, A. L. - The story of the first voyage

Ward, A. L. - The story of the first voyage



## CHRISTOPHER COLUMBUS

Best, S. M. - Steer for New Shores (Beckley-Cardy Co.)  
 "Old-Time Ideas about the Earth Pp. 25-32  
 "Medieval Conditions Leading to the Discovery  
 Of America Pp. 46-61  
 "How Columbus Became A World Finder Pp. 62-99

-----  
 Sweetser, K. D. - Ten Great Adventurers (Harpers)  
 "Christopher Columbus: Adventurer in a New World"  
 Pp. 93-119  
 -----

### I. Introductory presentation by the teacher.

Should center in the pupils' own ideas of the world and the discovery of America. Could be compared to the discovery of the gold fields in California or with the rush to the Klondike. While the world was rich, however, world was the discovery involved, and subsequently world was the discovery of their own world.

### II. Pupils' participation in the study of the problem.

The story of these explorers and their discoveries should be treated as a story to be read, discussed and appreciated by the pupils. There should be very little testing for facts contained in these stories, but rather a free discussion of the world period with opportunities given for all pupils to ask questions to clear up their doubts and difficulties.

#### 1. The Spanish followers of Columbus

- a. Magellan - circumnavigated the globe
- b. Ponce de Leon - discovered Florida
- c. Cortes - and Mexico

Memorandum

1. The purpose of this memorandum is to inform you of the results of the investigation conducted by the Department of the Interior, Bureau of Land Management, regarding the proposed development of the land in the vicinity of the town of [redacted].

2. The investigation was conducted by the Department of the Interior, Bureau of Land Management, and the results are as follows: [redacted]



## Course "A" -- Grade VI (cont.) #4

## Unit II. HOW EUROPEAN COUNTRIES PLANTED the SEEDS from WHICH AMERICA HAS GROWN.

Specific Aims

1. To understand how America got its name
2. To become acquainted with the names and exploits of those hardy adventurers who explored the continent found by Columbus.
3. To realize that America has received contributions from the various nationalities that have come to her shores.
4. To observe the present-day traces that indicate the influences of the various national groups.

## I. Introductory presentation by the teacher.

Should convey to the pupils some idea of the wild excitement caused by Columbus's discovery. Could be compared in some measure with the rush of the "Forty-Niners" when gold was discovered in California or with the rush to the Klondike. Only the more venturesome, however, would dare the dangers involved, and consequently certain men stand out on account of their accomplishments.

## II. Pupil participation in the study of the problem.

The story of these explorers and their discoveries should be treated as a story to be read; discussed and appreciated by the pupils. There should be very little testing for facts contained in these stories, but rather a free discussion of the whole period with opportunities given for all pupils to ask questions to clear up their doubts and difficulties.

## 1. The Spanish followers of Columbus

- a. Magellan - circumnavigated the globe
- b. Ponce de Leon - discovered Florida
- c. Cortez - and Mexico

1. To observe the process of the development of the language in the child's mind.

2. To observe the process of the development of the language in the child's mind.

3. To observe the process of the development of the language in the child's mind.

4. To observe the process of the development of the language in the child's mind.

5. To observe the process of the development of the language in the child's mind.

6. To observe the process of the development of the language in the child's mind.

7. To observe the process of the development of the language in the child's mind.

8. To observe the process of the development of the language in the child's mind.

9. To observe the process of the development of the language in the child's mind.

10. To observe the process of the development of the language in the child's mind.

11. To observe the process of the development of the language in the child's mind.

12. To observe the process of the development of the language in the child's mind.

13. To observe the process of the development of the language in the child's mind.

14. To observe the process of the development of the language in the child's mind.

15. To observe the process of the development of the language in the child's mind.

16. To observe the process of the development of the language in the child's mind.



Course "A" --- Grade VI (cont.) #5

Course "A" d. De Soto - and the Mississippi River

2. England sent out explorers to plant her flag.

a. Cabot - the mainland of North America

b. Raleigh - his attempt at colonization

3. France gets a foothold

a. Cartier - and the St. Lawrence

b. Champlain

4. Portugal

a. Vesputius - Father of Maps

5. Dutch

a. Henry Hudson

How America was found.

etc. etc.

3. The relation of the place to the first map of the world in connection with Mercator's representation of the globe, the route should be shown both on the globe and on the map. This is the natural occasion for the lesson on the plain projection and to show how distortions on the globe and on the map are made to correspond. A good explanation of projection is contained in the introduction to Goode's Atlas.





## Course "A" -- Grade VI (cont.)

## III. Pupil activities and use of Visual aids

1. Further development of the cumulative Map of Explorers which was begun in connection with the work of Unit I. If possible, use varying colors in tracing the several routes and a color key at the bottom of the map.

2. Locate on the Blackboard outline map the points touched by the several explorers, and note in the name of what country they sailed.

3. Dramatization of

De Soto and the Father of Waters

The Quest for the Fountain of Youth

The First Around-the-World Voyage

How America was Named.

etc. etc.

4. The relation of the globe to the flat map of the world.

In connection with Magellan's circumnavigation of the globe, the route should be traced both on the globe and on the flat map. This is the natural occasion for the teacher to explain projection and to show how locations on the globe and on the map are made to correspond.

(A good explanation of projection is contained in the introduction to Goode's Atlas).

III. Field activities and use of Visual aids

1. Further development of the descriptive map of the world which was begun in connection with the work of Unit I. It is possible to use various objects to illustrate the actual features and to color key at the bottom of the map.

2. Focus on the Blackboard outline map and the points marked on the several explorers, and note in the map at what points they sailed.

3. Description of

the boat and the Father of Waters

the quest for the fountain of youth

the first around-the-world voyage

How America was found.

etc. etc.

4. The relation of the globe to the flat map of the world. In connection with the mapmaker's circumnavigation of the globe the route should be traced both on the globe and on the flat map. This is the natural occasion for the teacher to explain projection and to show how locations on the globe and on the map are made to correspond. (A good explanation of projection is contained in the introduction to Cassini's Atlas.)



## Bibliography for Unit II. Unit II

Logie - From Columbus to Lincoln

Morris - Heroes of Discovery in America

Nida - Following Columbus

Coe - Founders of Our Country

Mowry - American Pioneers

Becker - Beginnings of the American People

Gordy - Stories of Early American History

Shaw - Discoverers and Explorers

Gordy - Leaders in Making America

Towles - France in America

Goodwin - The Dutch and English on the Hudson

Richman - Spanish Conquerors.

1810-1820 for this

1820 - from Columbus to Lincoln

1820 - History of Discovery in America

1820 - History of Columbus

1820 - History of the Country

1820 - History of the Country

1820 - History of the American People

1820 - History of Early American History

1820 - History of the Country

1820 - History of the Country



## Unit II

### Books for Teachers

Hart - American History Told by Contemporaries

Bourne - Spain in America

King - De Soto and His Men

Lamprey - Days of the Discoverers

Wood - Elizabethan Sea Dogs

Tyler - England in America

Munro - Crusaders of New France

Thwaites - France in America

Goodwin - The Dutch and English on the Hudson

Richman - Spanish Conquerors.

Unit 11

Books for Teachers

- Ball - American History Told by Contemporaries
- Brown - Spain in America
- King - De Soto and His Men
- Langley - Days of the Discoverers
- Wood - Christopher Columbus
- Tyler - England in America
- Barre - Discoveries of New France
- Thwaites - France in America
- Goodwin - The Dutch and English on the Hudson
- Richardson - Spanish Conquerors



# STORIES OF THE NORTHMEN

Paris - Best Stories of the Geography Readers Sp. 42-47.

Appreciation Readings based on Unit II.

Travis - American History (Lair, the Viking)

The lives of the early explorers and discoverers offer a splendid field for satisfaction of the hero-worship and love of adventure that exists in the minds of children of this age. They should be encouraged to form as wide an acquaintance as possible among these hardy and courageous adventurers.

Price - Wandering Heroes Sp. 131-133

Snedden - Vikings and Thorkel

Wilmet-Rixton - Stories of Norse Heroes

Klingensmith - Stories of Norse Gods and Heroes

Wells - Norse Stories

Best, S. M. - Steer for New Shores  
"The Northmen in America" Sp. 33-37

Appreciation Readings based on Unit II.

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STORIES of the NORSEMEN

Faris - Real Stories of the Geography Makers Pp. 42-47

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Evans - America First Land (Leif, the Lucky) Pp. 161-163

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Colum - The Children of Odin Pp. 113-114

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Bradish - Old Norse Stories Pp. 115-116

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Foote and Skinner - Explorers and Founders of America Pp. 11-17

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Price - Wandering Heroes Pp. 151-170

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Snedden - Leif and Thorkel Pp. 63-74

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Wilmot-Buxton - Stories of Norse Heroes Pp. 11-17

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Klingensmith - Stories of Norse Gods and Heroes Pp. 121-123

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Mabie - Norse Stories

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Best, S. M. - Steer for New Shores  
                   "The Northmen in America" Pp. 33-37

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Part II - The History of the Country

Part III - The Children of the Country

Part IV - Old Norse Stories

Part V - Explorers and Founders of America

Part VI - The History of the Country

Part VII - The History of the Country

Part VIII - The History of the Country

Part IX - The History of the Country

Part X - The History of the Country

Part XI - The History of the Country



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McMurry - Pioneers on Land and Sea	Pp. 161-185
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Johnson - The World's Discoverers	Pp. 119-176
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Butterworth - The Story of Magellan and the Discovery of the Philippines	
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Lawler - The Story of Columbus and Magellan	
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Burnham - Hero Tales from History	Pp. 84-89
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Coe - Founders of Our Country	Pp. 63-74
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Nida - Following Columbus	Pp. 49-57
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Best, S. M.- Steer for New Shores "Circumnavigating the Globe"	Pp. 131-139
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McHenry - Progress of Land and Sea Pp. 161-165

Johnson - The World's Discoverers Pp. 119-125

Barberworth - The Story of Magellan and the Discovery of the Philippines

Leister - The Story of Columbus and Magellan

Barham - Hero Tales from History Pp. 84-87

Coe - Founders of Our Country Pp. 65-74

Sims - Following Columbus Pp. 42-57

East, S. W. - "Quest for New Horizons"  
"Discovering the Globe" Pp. 151-159



DE SOTO

Morris - Heroes of Discovery in America Pp. 108-118

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Johnston - Famous Discoverers and Explorers of America Pp. 251-270

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Foote and Skinner - Explorers and Founders of America Pp. 47-56

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Burnham - Hero Tales from History Pp. 96-101

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Wright - Children's Stories in American History Pp. 172-198

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Nida - Following Columbus Pp. 63-73

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Sweetser, K. D. - Ten Great Adventurers (Harper)  
Ferdinand De Soto: Adventurer in Florida Pp. 234-259  
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Morris - Heroes of Discovery in America pp. 100-110

Johnson - Famous Discoveries and Explorers of America pp. 221-230

Leve and Palmer - Explorers and Discoverers of America pp. 43-50

Burnham - Hero Tales from History pp. 96-101

Wright - Children's Stories in American History pp. 173-188

Miles - Following Columbus pp. 63-73

Swesart, E. D. - Ten Great Adventures  
Parrington De Soto: Adventurer in Florida pp. 212-222



## CARTIER

Jones - Geography by Discovery Pp. 63-70

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Morris - Heroes of Discovery in America Pp. 129-136

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Wright - Children's Stories in American History Pp. 210-227

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Foote and Skinner - Explorers and Founders of America Pp. 187-193

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Nida - Following Columbus Pp. 75-81

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Best, S. M. Steer for New Shores  
"French Adventurers in America" Pp. 173-191  
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Jones - Geography by Discovery pp. 65-70

Morris - Heroes of Discovery in America pp. 125-128

Wright - Children's Stories in American History pp. 210-227

Woods and Skinner - Explorers and Founders of America pp. 130-133

Wills - Following Columbus pp. 73-81

Wells, S. M. - Street for New Orleans  
"French Adventurers in America" pp. 122-124



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Nida - Following Columbus

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Tappan - American Hero Stories Pp. 49-59

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New England Knight Captain

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Marble - Heroes of Discovery in America ..... Pp. 103-104

Mohr - Heroes of Land and Sea ..... Pp. 105-106

Miss - Following Columbus

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JOHN CABOT

Morris - Heroes of Discovery in America	Pp. 32-38
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Woodburn and Moran - Finders and Founders of the New World	Pp. 48-54
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Wright - Children's Stories in American History	Pp. 61-64
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JOHN CALDER

Monte - Heroes of discovery in America Ep. 12-13

Food and Men - History and legends of the New World Ep. 14-15

Wright - Columbus's voyages in American History Ep. 16-17

18th - Following Columbus Ep. 18-19

Coe - Journals of our country Ep. 20-21

West, S. W. Letter for New Mexico  
"How England found the West" Ep. 22-23



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Footte and Skinner - Explorers and Founders of America Pp. 168-173

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 Morris - Heroes of Discovery in America Pp. 190-197

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 Johnston - Famous Discoverers and Explorers of America Pp. 305-329

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 McMurry - Pioneers on Land and Sea Pp. 35-46

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 Burnham - Hero Tales from History Pp. 115-120

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 Nida - Following Columbus Pp. 100-106

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 Francis Drake: Adventures in Spanish Waters Pp. 1-27

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War - Following Columns	pp. 195-205
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Faris - Real Stories of the Geography Makers Pp. 93-98

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Burnham - Hero Tales from History Pp. 102-109

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McMurry - Pioneers of the Rocky Mountains Pp. 201-224

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Nida - Following Columbus Pp. 107-117

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Coe - Founders of Our Country Pp. 80-97

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Section "A"

Section VI (1907-1)

Unit III.

THE ENGLISH PEOPLE IN AMERICA

CORTEZ

Section A

1. To understand why the early settlers came to America.

Burnham - Hero Tales from History Pp 89-95

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Johnston - Famous Discoverers and Explorers of America Pp. 109-187

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Morris - Heroes of Discovery in America Pp. 68-76

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Wright - Children's Stories in American History Pp. 103-113

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Coe - Founders of Our Country Pp. 41-51

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Henty - By Right of Conquest

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Sweetser, K. D. Ten Great Adventurers. (Harper)  
Hernando Cortes: Adventurer in Mexico Pp. 174-208

-----  
The fortunes of the various colonies make a most interesting part of our history.

II. Early participation in the study of the colonies

1. The English Colonies

a. Walter Raleigh - his vain efforts to establish a colony.

b. Virginia - John Smith

c. Maryland - origin of name

d. Georgia - the hopes of the poor settlers.

e. The Pilgrims at Plymouth

f. The Puritans at Boston

g. Roger Williams and the founding of Rhode Island

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Summary - Historical facts of history 12-13-14



Course "A"

--Grade VI (cont.)

#6

## Unit III.

## HOW ENGLAND FINALLY PREVAILED in the NEW WORLD

Specific Aims

1. To understand why the early settlers came to America.
2. To understand why English is the prevailing language here, instead of French, as in certain parts of Canada, or Spanish as in South America.
3. To appreciate the work done by the French in opening up the interior of our country.

## 1. Introductory presentation by the teacher.

Should show the pupils that in the early days of the explorers, everybody was thinking only of what could be brought back from the new world to the old in the form of gold and riches. The thought of actually planting colonies in the new world did not arise until later. It should be realized that colonization was the real beginning of our country, and due credit should be given the pioneers in this movement. The fortunes of the various colonies marks a most interesting part of our history.

## II. Pupil participation in the study of the problem

## 1. The English Colonies

- a. Walter Raleigh - his vain efforts to establish a colony.
- b. Virginia - John Smith
- c. Carolina - origin of name
- d. Georgia - the haven of the poor debtors.
- e. The Pilgrims at Plymouth
- f. The Puritans at Boston
- g. Roger Williams and the founding of Rhode Island

General

1. To ensure that the project is completed on time and within budget, the following steps should be taken:

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20. To ensure that the project is completed on time and within budget, the following steps should be taken:



Course "A" -- Grade VI (cont.)

2. The Dutch - and New Netherland

3. The French - and Quebec

4. Motives impelling the colonists

a. The English settled along the eastern coast

(1) Religious freedom - Pilgrims-Puritans-Quakers

(2) Desire for riches - Jamestown, Mass. Bay colony

(3) Political freedom - Georgia

b. The French went into the interior

(1) Fur trading

(2) Missionary work

c. The Spanish went into the southwest

(1) Desire for gold

(2) Missions

5. When the English made prior claim to the land of New Netherland they clashed with the Dutch and finally overcame them.

6. When the English began to work inland their claims and the French claims clashed.

7. The French and Indian war for the supremacy on the continent.

III. Pupil activities and use of visual aids.

On blackboard outline map, pupils should write picture stories of the conditions in North America prior to the French and Indian War.

1. A map showing the location and numbers of the English, French and Spanish.

(Social Science Pamphlets: Vol II Pamphlet 1 - page 109)

2. A map showing the land claimed by the English, French and Spanish.

(Social Science Pamphlets: Vol II, Pamphlet 1 - page 120)

3. Have pupils report on the kind of community Lawrence might have been, had the French dominated our country, instead of the English.

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(Social Science Pamphlets: Vol II Pamphlet I - page 100)

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(Social Science Pamphlets: Vol II, Pamphlet I - page 120)

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Course "A"                      -- Grade VI    (cont.)

4. Have another group report on the kind of community we might have had if the Spanish had prevailed.
5. Have a third group report on the kind of community we might have had if the Dutch had prevailed.
6. Divide the class into teams for a contest to see which team can find the greatest number of names in New England that are clearly English in their origin.

Such names, for instance as

New London  
Boston  
New Britain  
New Hampshire  
Essex, etc.

Teams are to report every day, and if two teams report the same name simultaneously it is credited to both. When a name has once been reported, however, no other team can report that same name.

7. A similar contest could be held for the discovery of proper names that are a reminder of the Spanish pioneers. The teacher should explain the Spanish prefixes San, Santa, Los, etc., and should give a few examples, such as
 

San Francisco  
Santa Barbara  
Los Angeles.

8. French name contest.

9. Dutch name contest.

10. Collecting pictures that show, in architecture or otherwise, a distinct trace of English, Spanish, French, or Dutch influence.

E. G. Pictures of the Spanish missions in southern California  
Pictures showing the Dutch influence in architecture, etc.

4. Have another group report on the kind of community we might have had if the Spanish had prevailed.

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New Britain  
New Hampshire  
Essex, etc.

Teams are to report every day, and at two days report the name which is considered to be best. When a name has been reported, however, no other team can report that name.

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distinct trace of English, Spanish, French, or Dutch influence.

11. Pictures of the Spanish influence in Southern California.  
Pictures showing the Dutch influence in architecture, etc.



Bibliography for Unit III.

- Guerber - Story of the Thirteen Colonies  
Blaisdell - The Story of American History  
Tappan - Letters from Colonial Children  
Montgomery - Beginners' American History  
Hazard and Dutton - Indians and Pioneers  
Coe - Founders of Our Country  
Otis - Richard of Jamestown  
Nida - Following Columbus  
McMurry - Pioneers on Land and Sea  
Beeby - Community Life Today and in Colonial Times  
Pratt - The Early Colonies.

Philosophy for Unit 11.

Quincy - Story of the Pioneer Colonies

Winthrop - The Story of American History

Taylor - Letters from Colonial Children

Montgomery - England's American History

Harris and Linton - Indians and Pioneers

Go - Legends of our Country

Osie - Richard of Westminster

Wise - Following Columbus

Mohr - Pioneers on Land and Sea

Neely - Community Life Today and in Colonial Times

Watt - The Early Colonies.



WALTER HALLAM

Evans - America First

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APPRECIATION READINGS based on UNIT III.

Burton - Hero Tales from History

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Jones - Geography by Discovery

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Marble - Heroes of Discovery in America

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Andrews - Ten Boys who Lived on the Road from Long Ago to Now

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WALTER RALEIGH

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Coe - Makers of the Nation	Pp. 158-178
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George Rogers Clark, Who Gave Three States to the Union	
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Lockridge - George Rogers Clark	(World Book Co.)
(Pioneer Life Series)	
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Mace, W. H. Stories of Heroism	(Rand McNally)
George Rogers Clark, the Hero of Vincennes	Pp. 258-266
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GENERAL HISTORY CLASS

Lawson - Hero Tales from History pp. 240-247

Belwin - Legend of the Old Northwest pp. 100-103

Dickson - Pioneer and Pioneers pp. 21-24

Hewitt - Pioneer of the Mississippi Valley pp. 124-126

Perry and Hesse - Four American Pioneers pp. 70-129

Woodburn and Howe - Heroes of America pp. 100-103

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George Rogers Clark, who gave three states to the Union pp. 100-103

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(Pioneer Life Series)  
(Anti Book Co.)

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Morris - Heroes of the Army in America

Rees, W. E. - Stories of Heroes  
George Rogers Clark, the Hero of Vincennes pp. 240-247  
(Rand McNally)



PERE MARQUETTE

Mace, W. H.                Stories of Heroism  
Pere Jacques Marquette

Boyton, Neil      Mississippi's Blackrobe  
A Story of Father Marquette

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

1900

CHICAGO, ILLINOIS

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Grave VII

Course "A"

Unit I. Who are "WE, THE PEOPLE"?

Specific aims - 1. To understand that throughout the history of the world the will of the people has, until comparatively recently, played very little part in government.

2. To appreciate that a democracy such as our cannot brook favoritism or persecution of any special group, race or creed.

3. To Promote tolerance and a feeling of brotherhood.

I. Introductory presentation by the teacher

The preamble of the Constitution definitely shows that the government of our country takes its authority from the People. Our nation is primarily a group of more than one hundred million people.

When Columbus came in 1492 he encountered the "native Americans" whom he christened "Indians."

While the pilgrims of 1620 are usually referred to as "the Pilgrims" as a matter of fact countless groups of pilgrims have come to this land of opportunity since 1492. Whether they landed on Plymouth Rock or Ellis Island, these pilgrims have made their contribution to the United States of today, and their racial and national traits have become blended into that composite being to whom we refer as "the American citizen."

The teacher should impress upon her pupils that this is a nation of all the people; that no group is superior to another merely because of place of origin or priority of settlement in this country.





Grade VII

Course "A"

(cont.)

A sincere effort to understand who are "the people" in this country should beget an attitude of tolerance and sympathy among the members of the class.

## II. Pupil participation in the Study of the Problem

1. A quick resume of the period of colonization to recall the types of early settlers in this land

- (1) English in Mass., Virginia and Maryland
- (2) Dutch in New Amsterdam
- (3) French in interior
- (4) Poor debtors in Georgia
- (5) Scotch, Irish, Germans and French Huguenots

2. The colonists gain their independence

- (1) The aftermath of the French and Indian war
- (2) Resentment of colonists toward England
- (3) Leaders in opposing the mother country
  - a. Samuel Adams
  - b. Patrick Henry
- (4) The outbreak of the war
  - a. Paul Revere
  - b. Lexington and Concord
  - c. Washington takes command
  - d. The Declaration of Independence
  - e. Final victory
  - f. The United States becomes a nation.

3. The rapid expansion of territory gave opportunity to absorb vast numbers of newcomers.

- (1) Irish - to escape famine and persecution

A second effort to understand the role of the people in the country  
 should be an attitude of tolerance and sympathy with the people  
 of the class.

# 17. Social Participation in the Study of the People

1. A guide to some of the periods of colonialism to reveal the

types of social systems in each land

(1) English in North America, Virginia and Maryland

(2) Dutch in New Amsterdam

(3) French in Louisiana

(4) Spanish in Florida

(5) British, French, German and Dutch in the West Indies

2. The colonial system and social development

(1) The effect of the French and Indian war

(2) Movement of colonialism toward England

(3) Movement toward the social system

a. Social system

b. Political system

(4) The character of the war

a. Social system

b. Political system and economy

c. Social system and economy

d. The character of the war

e. Social system

f. The United States becomes a nation

3. The rapid expansion of territory gave opportunity to expand

very rapidly of movement.

(1) First - to secure territory and population



Grade VII                      Course "A"                      (Cont.)

- (2) Germans - to gain political freedom
- (3) Scandinavians - to avail themselves of the chance to get free lands.
- 4. The involuntary immigrants - negroes
  - (1) Importation of slaves - John Hawkins
  - (2) The question of slavery in framing constitution
  - (3) Invention of the cotton gin - Eli Whitney
  - (4) Stoppage of slave trade
  - (5) Missouri Compromise
  - (6) Andrew Jackson and Secession
  - (7) Kansas-Nebrasks trouble
  - (8) Dred Scott decision
  - (9) Northern abolitionists
    - a. William Lloyd Garrison
    - b. Harriet Beecher Stowe
  - (10) Abraham Lincoln - debates with Douglas
  - (11) The Civil War - Grant and Lee
  - (12) The status of the negro after the war
  - (13) The negroes today - Booker T. Washington
- 5. Since 1880 the immigrants have been mostly
  - (1) Italians - for economic betterment
  - (2) Slavs - for enjoyment of more stable conditions
  - (3) Hebrews - to escape religious and political persecution.
- 6. Stories of immigrants who have made contributions to the well-being of America
  - a. Stephen Girard
  - b. John Muir

- (2) C. 11. - to give political freedom
- (3) C. 11. - to give political freedom
- Get free lands.

4. The involuntary immigrants - negroes

- (1) Importation of slaves - John Manning
- (2) The question of slavery in America
- (3) Importation of the cotton gin - Eli Whitney
- (4) Stages of slave trade
- (5) The slave trade
- (6) Andrew Jackson and the slave trade
- (7) Kansas-Nebraska trouble
- (8) Dred Scott decision
- (9) Northern abolitionists

5. William Lloyd Garrison

6. Harriet Beecher Stowe

- (10) Abraham Lincoln - Cooper with Douglas
- (11) The Civil War - Grant and Lee
- (12) The status of the negro after the war
- (13) The negro today - Booker T. Washington

7. Since 1860 the immigrants have been mostly

- (1) Italians - for economic betterment
- (2) Slaves - for enjoyment of more stable conditions
- (3) Negroes - to escape religious and political persecution

8. Studies of immigrants who have made contributions to the

well-being of America

9. Stephen Girard

10. John Smith



## Grade VII

## Course "A"

(cont.)

- c. Jacob Riis
- d. Mary Antin
- e. Edward A. Steiner
- f. Carl Schurz
- g. Nathan Straus
- h. Joseph Pulitzer
- i. Charles P. Steinmetz
- j. Henry Morgenthau

(The teacher should select a few from the above list and read to the class the high lights in the story of their lives)

7. How all these racial and national strains mingle to make up the typical American community.

- (1) A census of the city of Lawrence

(Use Mass. supplement to U. S. Census)

- a. Number of different nationalities
- b. Proportion of nationalities to total pop.
- c. Regardless of parentage, all children born in Lawrence are AMERICANS without any hyphen.

- (2) A census of the School

(Available at principal's office)

- (3) A census of this class

(From teacher's records)

8. A discussion of how it has become possible for the members of this class to be together.

- (1) Stories by members of the class telling the reasons for their parents, or grandparents, coming to America and to Lawrence.

1. Jacob Rish

2. Mary Annin

3. Edward A. Johnson

4. Carl Johnson

5. William Johnson

6. Joseph Johnson

7. Charles W. Johnson

8. Henry Johnson

(The teacher should select a few from the above list and read to the class the high lights in the story of their lives)

9. How all these racial and national groups relate to

each other in the national community.

(1) A census of the city of Lawrence

(Use Mass. supplement to U. S. Census)

a. Number of different nationalities

b. Proportion of nationalities to total pop.

c. Nationalities of parents, all children born in

Lawrence are known without any census.

(2) A census of the school

(Available at principal's office)

(3) A census of this class

(From teacher's records)

10. A discussion of how it has become possible for the parents

of this class to be together.

(1) Stories by members of the class telling the reasons

for their parents, or grandparents, coming to Lawrence

and to Lawrence.



## Grade VII

## Course "A"

(cont.)

9. A realization that our country is composed of almost countless communities of all sizes, and that the members of all these communities with their varied racial and national traits are "WE, THE PEOPLE."

## III. Pupil activities and use of visual aids.

1. Make a time line showing the high spots of immigration since 1790.
2. On outline map of the world, show by lines from how many countries of the world our country has drawn its immigrants.
3. On outline map of North America, by coloring show how the population spread over the continent.
4. Dramatize the growth of the flag.

One pupil represents the stripes of the flag and explains what they signify. A pupil represents each of the 48 states. Each in order places his star in the field of the flag, and at the same time tells the name of the state, its order of admittance with the date, the meaning of the state name, and any other interesting details he may wish to give.

5. Make on the Board a circle graph showing the proportion of the different nationalities in the population of Lawrence.
6. Dramatize the contributions of the different racial groups to our America of today.

3. A realization that our country is composed of almost equal-  
less communities of all sizes, and that the members of all  
these communities with their varied racial and national traits  
are "one, the people."

III. Racial activities and use of racial ideas

1. Make a time line showing the high spots of racial activity since  
1930

2. On outline map of the world, show by lines from the map  
countries of the world our country has given its immigrants.  
3. On outline map of North America, by color show how the  
population spread over the continent.  
4. Examine the growth of the race.

One racial representative the subject of the race and explain  
what they meant. A racial representative each of the 48 states.  
Each in order please the state in the field of the race, and  
at the same time tells the name of the state, its order of  
admission with the date, the meaning of the state name, and  
any other interesting details it may wish to give.

5. Make on the board a circle, each showing the proportion of  
the different nationalities in the population of each state.  
6. Examine the characteristics of the different racial groups  
to our studies of today.



Grade VII                      Course "A"                      (cont.)

Unit I - Bibliography

Brooks - Stories of the Old Bay State

Foote and Skinner - Makers and Defenders of America

Logie - From Columbus to Lincoln

Gordy - Leaders in Making America

Elson and MacMullan - Story of Our Country

Gordy - Our Patriots

Coe - Makers of the Nation

Rolt-Wheeler - The Boy with the United States Census

Massachusetts supplement - U. S. Census Report - 1920

For Teachers

Dewey - National Problems

Orth - The Armies of Labor

Osgood - A History of Industry

## Unit 1 - Bibliography

- Brooks - Story of the Old West  
 Boone and Daniel - Hunters and Settlers of America  
 Lewis - From Columbia to Lincoln  
 Gentry - Settlers in Western America  
 Allen and Thompson - Story of Our Country  
 Gentry - Our Heritage  
 Cox - Builders of the Nation  
 Holt-Winter - The Boy with the United States Census  
 Macdonald - Explorer - U. S. Census Report - 1920

For Reading

- Doug - National Problem  
 Cox - The Making of Labor  
 Gentry - A History of Industry



## READING LIST

Brady, G. T. Revolutionary Fighters and Fighters

Bolton, F. P. Famous American Statesmen

### APPRECIATION READINGS based on UNIT I.

Brooks, J. W. Historic Americans

Brooks, J. W. The Century Book of Famous Americans

Moore, J. W. Heroes of the Army in America

Spencer, S. B. How We Made the Nation

Souther, E. B. George Washington, an Historical Biography  
(Houghton Mifflin)

Washington's Story as told from Dr. Mitchell (Century)

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Stoddard, N. O. The Cadets with Washington  
(Lothrop, Lee and Shepard)

Wallace, E. P. Washington's Young Scouts in the days of settlement  
(D. Appleton and Co.)

Wallace, E. P. Washington's Young Aids

Stoddard, N. O. The Boy of Fort Mifflin  
A Story of George Washington

THE END OF THE WORLD





REVOLUTIONARY RIGHTS AND FREEDOMS

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

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REVOLUTIONARY RIGHTS AND FREEDOMS

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms

Revolutionary Rights and Freedoms



GEORGE WASHINGTON

Mirriam, Ida C. Washington's Boyhood  
A book for young people

Abbott, J. S. C. American Pioneers and Patriots

Lefferts, W. American Leaders





# GEORGE WASHINGTON (Cont.)

Burnham Hero Tales from History  
 "Washington and His Mother" Pp. 296-301

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 Mabie, H. W. Heroes Every Child Should Know Pp. 274-288

-----  
 Jones, E. Military Heroes of the United States in  
 Washington is Born

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 Lindsay, R. J. The Two Spies - Nathan Hale and John André

-----  
 Root, John C. Nathan Hale (Magallan)  
 (True Stories of Great Americans)

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 Williams, Edwin Heroes of America  
 "Nathan Hale, Spy and Patriot"





NATHAN HALE

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Lossing, B. J.	The Two Spies - Nathan Hale and John Andre	
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Root, Jean C.	Nathan Hale (Macmillan) (True Stories of Great Americans)	
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Wildman, Edwin	Founders of America "Nathan Hale, Spy and Patriot"	
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The two oldest - Amesbury and Amesbury

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ISRAEL PUTNAM

Hale, E. E.

Boys' Heroes

James, H.

Military Heroes of the United States from  
Lexington to Santiago

Johnston, C. H. L.

Famous Scouts

"Putnam: pioneer, soldier and heroic adventurer"

Tappan, E. M.

American Hero Stories

Pp. 148-153

Israel Putnam, Soldier of the Revolution

Evans, L. B.

America First

Pp. 91-93 104-108

General Notes

1. The following names are those of the United States citizens who have been identified as having been active in the activities of the Communist Party, U.S.A., in the United States.

2. The following names are those of the United States citizens who have been identified as having been active in the activities of the Communist Party, U.S.A., in the United States.

3. The following names are those of the United States citizens who have been identified as having been active in the activities of the Communist Party, U.S.A., in the United States.

4. The following names are those of the United States citizens who have been identified as having been active in the activities of the Communist Party, U.S.A., in the United States.

5. The following names are those of the United States citizens who have been identified as having been active in the activities of the Communist Party, U.S.A., in the United States.



TADEUSZ KOSCIUSZKO

Gardner, M. M. Kosciuszko

Phillips                      Poland

Mace, W. H.      Stories of Heroism      (Rand McNally)  
The Liberty-Loving Kosciuszko

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Baron Von Steuben

Mace, W. H. S.      Stories of Heroism      (Rand McNally)      Pp. 233-234  
                          Baron Von Steuben, the Drillmaster of the Revolution

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 Barnham      Hero Tales from History      Pp. 251-252  
                          "Lafayette, the Boy Hero of Two Wars"

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 Bush, Bertha E.      Lafayette      (F. A. Owen Pub. Co.)

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                          Lafayette      Pp. 144-145

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 Brooks      The True Story of Lafayette

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                          Marquis de Lafayette      Pp. 230-232

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 Burton      Builders of Our Nation      Pp. 17-18  
                          Lafayette, the Friend of American Liberty

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Baron Von Steuben

Baron Von Steuben, the brilliant of the Revolution  
Stories of his life (and many others) pp. 1-100

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Holland, R. S.      Lafayette for Young Americans      (Geo. W. Jacobs)

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              "Lafayette, the Boy Hero of Two Worlds"

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Lefferts      American Leaders      Bk I      Pp. 123-134

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Evans, L. B.      America First      Pp. 172-176  
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PAUL REVERE

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THOMAS JEFFERSON

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Olcott                      Good Stories for Great Birthdays      Pp. 304-313

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The First Thomas Jefferson (1793-1826)

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PATRICK HENRY

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Faris, J. T.                      Makers of Our History                      (Ginn)

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Sparks, E. E.                      The Men Who Made the Nation                      (Macmillan)  
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Robert M. H. H.

Memories of our history (Class)

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DANIEL WEBSTER

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JOHN PAUL JONES

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William Lloyd Garrison

Morris, Charles      Heroes of Progress in America      (Lippincott)  
                          William Lloyd Garrison, the Great Emancipator

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OFFICE OF THE ASSISTANT SECRETARY OF AGRICULTURE  
WASHINGTON, D. C. 20250

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ROBERT E. LEE

- Gilman, B. Robert E. Lee (Macmillan)  
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- 
- Wildman, Edwin Famous Leaders of Character Pp. 17-28  
 "Duty, above all things."
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- McKane, E. Story of Robert E. Lee (F. A. Owen Pub. Co.)
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- Hamilton The Life of Robert E. Lee for Boys and Girls  
 (Houghton Mifflin)
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- Hill, F. T. On the Trail of Grant and Lee (Appleton)
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- Blaisdell, A. F. Stories of the Civil War (Lothrop, Lee and Shepard)
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- Civil War Stories Retold from St. Nicholas (Century)
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- Tappan, E. M. American Hero Stories Pp. 263-276  
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- Mable, H. W. Heroes Every Child Should Know Pp. 299-308
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- Evans, L. B. America First Pp. 359-364
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General George Armstrong Custer

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Barton, F. S. The Great Good Man (Holt-Macmillan)  
(Dedicated to the boys and girls of America)

Briggs, Albert Abraham Lincoln - For Boys and Girls (Frank-Maurice)  
Final chapter - "The Immense of Lincoln" - is especially good.

Brooks, E. S. The True Story of Abraham Lincoln

Scott, E. W. Heroes Every Child Should Know Pp. 200-210

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Wheeler, H. Boys' Life of Abraham Lincoln (Century)

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1. State of Ohio, W. L. (1890-1891) The Birds of the State

2. State of Ohio, W. L. (1890-1891) The Birds of the State

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- Corson      Lincoln: His Words and Deeds
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- Babcock, Bernie      Little Abe Lincoln
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- Baldwin, Jas.      Four Great Americans
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- Corney and Dorland      Great Deeds of Great Men      (Heath) Pp. 198-209  
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- Barton, W. E.      The Great Good Man      (Bobbs-Merrill)  
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- Britt, Albert      Abraham Lincoln - for Boys and Girls (Frank-Maurice)  
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- Brooks, E. S.      The True Story of Abraham Lincoln
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- Tarbell, Ida M.      Boy Scouts' Life of Lincoln      (Macmillan)
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- Uhrbrock and Owens      Famous Americans
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Little Abe Lincoln

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Malin, H. W.

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Miller-Gordon

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Wholey, H.

Man Who Made the Nation

Sparks, E. E.

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Book of Peterlin

Post, G. T.

Thomas Lincoln

Johnson and Evans



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Wildman, Edwin      Famous Leaders of Character  
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 Olcott, F. J.      Good Stories for Great Birthdays  
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 Taylor, E. M.      This Pleasant Home in the White House  
                          (and) A very full account of the period, 1841-1861,  
                          from inauguration and death of Lincoln.  
                          "Illustrating his simplicity, self-reliance, self-control,  
                          and sterling honesty."

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William, Edwin, "The Great American Novel"

Liberty, Virginia, "The Great American Novel"

Oliver, F. J., "The Great American Novel"



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Sparhawk      A Life of Lincoln for Boys

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Thayer, W. M.      From Pioneer Home to the White House      (A. Whitman, Chicago)  
A very full account of the boyhood, youth, manhood, assassination and death of Lincoln.  
"Portraying his simplicity, tact, talents, self-reliance and sterling honesty."

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Babcock      The Soul of Abe Lincoln      (Lippincott)

-----  
Bacheller      A Man for the Ages      (Bobbs-Merrill)

-----  
Bacheller      Father Abraham      (Bobbs-Merrill)

-----

Lincoln Library

A Life of Lincoln for Boys

Spencer

Core, J. Rogers The Boyhood of Abraham Lincoln (300-25011)

Core, J. R. Lincoln, the Man of the People (300-25011)

Core, J. R. From Pioneer Home to the White House (A. Whitman, 1911)  
1911. A very full account of the boyhood, youth, and  
life, assassination and death of Lincoln.  
"Portraying his simplicity, tact, talents, self-reliance  
and sterling honesty."

Core, J. R. A Boy at Gettysburg (300-25011)

Core, J. R. American Hero Stories 1911. 300-25011

Core, J. R. Historic Americans

Core, J. R. A New Nation

Core, J. R. American Leaders in II  
Abraham Lincoln, Treasurer of the Nation 1911. 300-25011

Core, J. R. Stories of American 1911. 300-25011

Core, J. R. The Boy of Abe Lincoln (Lippincott)

Core, J. R. A Man for the Ages (300-25011)

Core, J. R. Father Abraham (300-25011)



ADMIRAL FARRAGUT

Burnham      Hero Tales From History      Pp. 346-352

-----  
Lodge and Roosevelt      Hero Tales From American History      Pp. 303-322

-----  
Morris      Heroes of the Navy in America      Pp. 273-293

-----  
Beebe      Four American Naval Heroes      Pp. 133-192

-----  
Foote and Skinner      Makers and Defenders of America      Pp. 288-294

-----  
Lewis, C. L.      Famous American Naval Officers      (L. C. Page Co.)  
     David Glasgow Farragut and the Civil War      Pp. 215-254  
-----

MEMORANDUM

TO : The President

FROM : The Secretary of State

SUBJECT: The Secretary of State's Report on the

State of the Union

1. The Secretary of State has the honor to

present to you the following report on the

State of the Union





UNITED STATES

(Continued)

U. S. Grant

Courtesy, Iowa

1862-1863

Office of Secretary

1862-1863

1862-1863

Office of Secretary

1862-1863

U. S. Grant, the boy who did not wish to be a soldier

U. S. Grant

1862-1863

The boy who did not wish to be a soldier

1862-1863

U. S. Grant

1862-1863

U. S. Grant, the boy who did not wish to be a soldier

U. S. Grant

1862-1863

U. S. Grant

1862-1863

U. S. Grant

1862-1863

U. S. Grant

1862-1863



DAVY CROCKETT

- Allen, Chas. F.      David Crockett, Scout
- 
- Abbott, J. S. C.      American Pioneers and Patriots
- 
- Johnston, C. H. L.      Famous Scouts  
     "Col. Davy Crockett, bear hunter, Congressman and defender  
     of Texan liberty"
- 
- Lefferts, W.      American Leaders      Pp. 289-293  
     "Men who helped to make our country larger"
- 
- Munroe, C. K.      With Crockett and Bowie
- 
- Sprague, W. C.      Davy Crockett  
     (True Stories of Great Americans)
- 
- Tappan, E. M.      American Hero Stories      Pp. 223-230  
     "David Crockett, the Tennessee Pioneer"
- 
- Uhrbrock and Owens      Famous Americans
- 
- Corby, Jane      The Story of David Crockett      (Barse and Hopkins)
- 
- Burnham      Hero Tales from History      Pp. 252-265  
     "Davy Crockett, the Hero of the Alamo"
- 
- Perry and Beebe      Four American Pioneers
- 
- Fitzhugh      The Boys' Book of Scouts
- 
- Evans, L. B.      American Pioneers
-

UNIT 1

Unit 1: Introduction

Page 1

Unit 2: The History of the United States

Page 2

Unit 3: The American Revolution

Unit 4: The Civil War

Unit 5: The Reconstruction Era

Unit 6: The Gilded Age

Unit 7: The Progressive Era

Unit 8: The Interwar Period

Unit 9: World War II



CLARA BARTON  
The Angel of the Battlefield

- Parkman, M. R.      Heroines of Service      (Century)      Pp. 61-88  
Our Lady of the Red Cross: Clara Barton  
"Her real life is measured by deeds, not days."
- 
- Adams and Foster      Heroines of Modern Progress      (Sturgis and Walton)  
Clara Barton: Organization of the American Red Cross      Pp. 147-177
- 
- Morris, Chas.      Heroes of Progress      Pp. 317-324
- 
- Tappan, E. M.      Heroes of Progress      Pp. 140-146  
Clara Barton, Founder of the American Red Cross
- 
- Burnham      Hero Tales from History      Pp. 358-364
- 
- Abbot      Notable Women in History
- 
- Baldwin      An American Book of Golden Deeds
- 
- Epler      Life of Clara Barton
- 
- Lefferts, W.      American Leaders      Bk. II      Pp. 311-319  
Clara Barton, the Red Cross Angel of Mercy
- 
- Humphrey, G.      Women in American History      Pp. 189-205
- 
- Gordy      Our Patriots      Pp. 154-162
- 
- Sweetser      Ten American Girls from History      Pp. 143-173
- 
- Evans, L. B.      America First      Pp. 409-413
-





Grade VII      Course "A"      (Cont.)

Unit II      How did "Government of the People, By the People, For the People" become possible?

- Aims
1. To appreciate that the liberty we enjoy is the fruit of age-long struggles by countless millions of people.
  2. To realize that freedom so dearly won should be cherished and defended by every true citizen.
  3. To appreciate the sacredness of our Constitution and the dangers of misusing or abusing it.

I. Introductory presentation by the teacher

Reading of "Dream #1" in "The Ten Dreams of Zach Peters"  
by Herman Hagedorn

A resume of the history of government given by the teacher, showing the progress made.

- (1) Tribes of Israel
- (2) Republics of Greece
- (3) The Roman Empire
- (4) Invasions of the Gallic Tribes
- (5) Medieval government - feudal system
- (6) The revolt in England and the beginnings of modern democratic government.

II. Pupil participation in the study of the problem.

1. The setting up of new communities in the New World
  - (1) Government by royal charter
  - (2) Local government in the colonies
  - (3) The widening breach between the colonies and the home government.

Unit 11

Local Government of the People, by the People, for

the People, by the People, for the People.

1. The speaker states that the liberty of the people is the right of

the people, by the people, for the people.

2. To realize that freedom is not only a right but a duty.

and freedom of every free citizen.

3. To recognize the significance of our Constitution and the

principles of liberty and justice.

4. The speaker's presentation by the speaker.

History of "The People" in the United States of America  
by William H. H. H.

A review of the history of government given by the speaker.

showing the progress made.

(1) The People of the People

(2) The People of the People

(3) The People of the People

(4) The People of the People

(5) The People of the People

(6) The People of the People

Democratic Government.

II. Local Participation in the work of the People.

1. The setting up of new communities in the New World.

(1) Government by the People

(2) Local Government in the colonies

(3) The dividing breach between the colonies and the

local government.



Grade VII      Course "A"      (cont.)

2. The Crisis

- (1) The Stamp Act
- (2) The Townshend Acts
- (3) The Boston Tea Party
- (4) The Boston Massacre
- (5) The Outbreak of the War

3. The Declaration of Independence

- (1) The courage and audacity of the signers.

4. Victory and its subsequent governmental difficulties

- (1) People were bound together by

- a. Race
- b. Common language
- c. Trade interests
- d. A desire to protect themselves

- (2) People were separated by

- a. Affairs of government
- b. Commerce - Tariff - Boundaries
- c. Long distances
- d. Jealousies
- e. Local patriotism
- f. Few common interests

- (3) Kind of government

- a. State Govts. modeled from old colonial
- b. More power given to law-making bodies
- c. First indications of democracy







Grade VII      Course "A"      (cont.)

5. First attempts at organizing a central government

- (1) Our first national government, the Continental Congress during Revolution
- (2) Articles of Confederation. Little more than a treaty between sovereign states.
  - a. No head
  - b. No power to raise money
  - c. No power to enforce laws
  - d. No control over trade
  - e. No power to settle disputes
  - f. No power to enforce treaties
  - g. No power to preserve order

6. The Critical Condition of Our Country

- (1) The existing Confederacy tottering
- (2) Articles of Confederation not adequate to the exigencies of the Union
- (3) Commercial war between states
- (4) Foreign debts unpaid
- (5) Credit dead - business paralyzed
- (6) Feeling strong that the United States was a league of sovereign states rather than one nation
- (7) Murmurs expressing a desire for a return to monarchy increasing
- (8) Lawlessness triumphant - Shay's rebellion

7. Trade meeting at Annapolis, 1786

- (1) Purpose



5. First attempt at organizing a central government

- (1) Our first national government, the Continental Congress during Revolution
- (2) Articles of Confederation. Little more than a treaty between sovereign states.

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b. No power to raise money

c. No power to enforce laws

d. No control over trade

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f. No power to enforce treaties

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- (6) Feeling strong that the United States was a league of

sovereign states rather than one nation

- (7) Minors expressing a desire for a return to monarchy

threatening

- (8) Lawlessness triumphant - Shay's rebellion

7. Trade meeting at Annapolis, 1789

- (1) Purpose



Grade VII      Course "A"      (cont.)

- a. To discuss duties on imports and commerce in general
- (2) Why necessary
  - a. Chaos in commerce
  - b. Decline of state support of government
  - c. Lack of executive power
  - d. Inability to cope with enormous debt
- (3) Outcome
  - a. Call issued for convention to make "more perfect union"
- 8. The Constitutional Convention - 1787
  - (1) Delegates appointed by the State Legislatures
    - a. All sent delegates but Rhode Island
  - (2) Purpose
    - a. To revise Articles of Confederation
  - (3) The decision
    - a. To make a new set of laws "because the fabric of the Articles was too weak to hold the patches that would be necessary to make it adequate."
  - (4) Leaders agreed on two things
    - a. Must have strong central government with power to collect taxes, raise an army, regulate trade, and enforce its laws.
    - b. Danger in too much democracy
  - (5) Disagreements that arose in the Convention
    - a. Conflict between large and small states
    - b. Conflict between sections
  - (6) Compromises
    - a. Agreement between large and small states as to representation - The Connecticut Compromise

1. To discuss duties on imports and exports in general

(2) Why necessary

a. Union in commerce

b. Decline of state system of government

c. Lack of executive power

d. Inability to cope with enormous debt

(3) Outcome

a. Call issued for convention to make more perfect union

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(2) Purpose

a. To revise Articles of Confederation

(3) The decision

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(4) Leaders agreed on two things

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force its laws.

b. Danger in too much democracy

(5) Disagreements that arose in the Convention

a. Conflict between large and small states

b. Conflict between sections

(6) Compromise

a. Agreement between large and small states as to repre-

sentation - The Connecticut Compromise



Grade VII

Course "A"

(cont.)

- b. Southerners permitted to count three-fifths of their slaves - The Three-Fifths Compromise
- c. Northern demand that Congress regulate commerce granted Trade and Commerce Compromise

9. Important work of the Convention

(1) Three departments of government instead of one

- a. Legislative - Congress
- b. Executive - President
- c. Judicial - Supreme Court

(2) New powers added

- a. To collect import duties and make uniform commercial regulations
- b. To raise revenue by taxation
- c. To coin money and provide a uniform currency
- d. To enforce its own laws through its own courts by its own officers

(3) National law made supreme

- a. The Constitution and laws and treaties made in accordance with it.

10. Prominent members of the Convention

- (1) Washington - the presiding officer
- (2) Franklin - The "Sage of the Constitution"
- (3) Madison - The "Father of the Constitution"
- (4) Hamilton

11. The ratification of the Constitution by the states.





## Grade VII

## Course "A"

(cont.)

12. How the Constitution has endured under the test of time.

(1) Changes made since its origin

- a. First ten amendments - Bill of Rights - to clarify the rights of the people
- b. Judicial power of United States defined in actions concerning individual states - 11th amendment
- c. Change in method of electing President and Vice-President - 12th amendment
- d. Protection for newly-freed negroes - 13th, 14th and 15th amendments
- e. Power given to Congress to levy income taxes - 16th
- f. Senators to be directly elected by the people - 17th
- g. National prohibition - 18th amendment
- h. Extension of suffrage to women - 19th amendment

13. The Constitution as a guide to our democracy

(1) The President's oath

(2) The oath taken by the new citizen

14. The composing of an oath of allegiance by the class

### III. Pupil activities and the use of visual aids

1. Drawing cartoons, posters, maps and charts illustrating some of the conditions faced by the Convention

(1) Large states vs. small states

(2) The slavery issue as regards

a. representation in congress

b. regulation of commerce

2. Assembly program - a living album illustrating the important characters in the Convention.

1. The Constitution has amended under the last of five.

(1) Under the last of five

a. First ten amendments - Bill of Rights - to limit

the rights of the people

b. National power of United States defined in articles

c. Guaranteeing individual states - 11th amendment

d. Change in method of electing President and Vice-

President - 12th amendment

e. Protection for newly-freed negroes - 13th, 14th

and 15th amendments

f. Power given to Congress to levy income taxes - 16th

g. States to be directly elected by the people - 17th

h. National prohibition - 18th amendment

i. Extension of marriage to women - 19th amendment

12. The Constitution as a whole to get democracy

(1) The President's term

(2) The term limit of the President

13. The process of amendment of the Constitution by the states

14. The process of amendment of the Constitution by the states

15. The process of amendment of the Constitution by the states

16. The process of amendment of the Constitution by the states

(1) The process of amendment of the Constitution by the states

(2) The process of amendment of the Constitution by the states

17. The process of amendment of the Constitution by the states

18. The process of amendment of the Constitution by the states

19. The process of amendment of the Constitution by the states

20. The process of amendment of the Constitution by the states









Grade VII      Unit II      Bibliography

- Beck, James M. - The Constitution of the United States (Doran)
- Burnham - The Making of Our Country - Ch. VIII (Winston)
- Gordy - History of the United States - Ch. VIII (Scribner's)
- Hart - We and the Constitution of the United States  
(American Viewpoint Society)
- Hill - Community Life and Civic Problems - Ch. XIX - (Ginn)
- Jenks and Smith - We and Our Government (American Viewpoint Society)
- West and West - The Story of Our Country - Chs. XII-XIII (Allyn-Bacon)
- Hagedorn, Herman - Ten Dreams of Zach Peters - (Winston)
- Leighton, Etta V. - Our Constitution in My Town and My Life  
New Outlook Series, No. 2 - Institute for Public  
Service - 1125 Amsterdam Avenue, New York City
- Parsons, Geoffrey - The Land of Fair Play (Scribners)

1. The first part of the book is a history of the book.

2. The second part of the book is a history of the book.

3. The third part of the book is a history of the book.

4. The fourth part of the book is a history of the book.

5. The fifth part of the book is a history of the book.

6. The sixth part of the book is a history of the book.

7. The seventh part of the book is a history of the book.

8. The eighth part of the book is a history of the book.

9. The ninth part of the book is a history of the book.

10. The tenth part of the book is a history of the book.

11. The eleventh part of the book is a history of the book.

12. The twelfth part of the book is a history of the book.



Grade VII      Unit II

Books for Teachers

Farrand, Max - The Fathers of the Constitution  
(Chronicles of America Series) Yale Univ. Press

Ashley - The Constitution Today (Macmillan)

Bryce - The American Commonwealth (Macmillan)

The Federalist - Ford (Holt)

Fiske - The Critical Period (Houghton Mifflin)

Southworth - The Common Sense of the Constitution - (Allyn and Bacon)

Taylor - Origin and Growth of the American Constitution  
(Houghton Mifflin)

Book for Teachers

Barrow, Max - The History of the Constitution  
(Chronicles of American History) This Unit, 1933

Allen, - The Constitution Today (Revised)

Evans - The American Commonwealth (Revised)

The Federalist - Ford (1901)

Blake - The Critical Period (Houghton Mifflin)

Southworth - The Common Sense of the Constitution - (Allen and Bacon)

Taylor - Origin and Growth of the American Constitution  
(Houghton Mifflin)



# ALEXANDER HAMILTON

Page and Skinner      Makers and Defenders of America      Pp. 122-123

Letts      American Leaders      Sk. I      Pp. 122-123

Sparks,      APPRECIATION READINGS based on UNIT II      Pp. 121-122

Glenn      Good Stories for Great Birthdays      Pp. 124-125

Mace, W. H.      Stories of America      Pp. 121-122

Hicks, H. K.      Alexander Hamilton

Alexander Hamilton  
Riverside Biographical Series      (Riverside Edition)

Holton      Famous American Statesmen

Brooks      Historic Americans

Higley, B.      Boys' Life of Alexander Hamilton      (Century)

THE NEW YORK PUBLIC LIBRARY



ALEXANDER HAMILTON

Footte and Skinner                      Makers and Defenders of America    Pp. 129-139

Lefferts                                  American Leaders    Bk. I    Pp. 193-216

Sparks, E. E.                              The Men Who Made the Nation    Pp. 151-180

Olcott                                      Good Stories for Great Birthdays    Pp. 154-161

Mace, W. H.                                Stories of Heroism                      Pp. 267-272

Hicks, H. H.                                Alexander Hamilton

Alexander Hamilton  
Riverside Biographical Series    (Houghton Mifflin)

Bolton                                      Famous American Statesmen

Brooks                                      Historic Americans

Nicolay, H.                                Boys' Life of Alexander Hamilton    (Century)

# ALEXANDER HAMILTON

Those who believe that the American Revolution was a success

latterly American leaders in the 18th century

the man who made the nation in 1776-1780

Good stories for Great Britain in 1776-1780

Stories of Hamilton in 1776-1780

Hamilton, J. H.

Alexander Hamilton  
 (Hamilton, Alexander)

Hamilton, Alexander

Historic Americans

Hamilton, J. H.



Benjamin Franklin

- P. 4814 Baldwin, James - Four Great Americans Pp. 69-117
- 
- P. 1883 Brooks, E. S. - True Story of Benjamin Franklin
- 
- P. 154 Buckley, T. A. - The Dawnings of Genius
- 
- P. 1123 Butterworth, H. - True to His Home: a tale of the boyhood  
of Franklin
- 
- C. 2482 Dudley, E. L. - Benjamin Franklin (Macmillan)  
(True Stories of Great Americans)
- 
- C. 2098 Ford, P. L. - The Many-Sided Franklin
- 
- C. 3077 Griggs, E. H. - American Statesmen  
"Franklin, the Practical American."
- 
- P. 229 Hale E. E. - Stories of Invention (Little-Brown)Pp.97-118
- 
- P. 1845 Mabie, H. W. ed. - Men Who Have Risen  
Benjamin Franklin - by Nathaniel Hawthorne
- 
- B. 1354 Lefferts, Walter - American Leaders
- 
- T. 449 Mace Wm. H. - Stories of Heroism (Rand McNally) Pp. 220-229  
Benjamin Franklin, the Wisest American of his Time
- 
- T. 392 Olcott, F. J. - Good Stories for Great Birthdays  
"Benjamin Franklin-the American Socrates."
- 
- C. 1722 Sparks, E. E. - Men Who Made the Nation
- 
- P. 5551 Thayer W. M. - From Boyhood to Manhood - Life of Benjamin  
Franklin (A. Whiteman and Co., Chicago)
- 
- C. 2844 Uhrbrock and Owens - Famous Americans Pp. 1-18
- 
- P. 103 Wade, Mary H. - Little Folk's Plays of American Heroes  
Benjamin Franklin:a story and a play
- 
- C. 2841 Wildman, Edwin - Founders of America  
"Benjamin Franklin - Father of the Revolution"
-



Benjamin Franklin

Ep. 87-117

1. 1811. Franklin, James - Young Great Americans

2. 1812. Brooks, A. A. - True Story of Benjamin Franklin

3. 1814. Buckley, T. A. - The Beginnings of Genius

4. 1815. Buletworth, E. - True to His Name: A Tale of the Progress of Franklin

5. 1816. Butler, E. C. - Benjamin Franklin (Illustrated)  
(True stories of Great Americans)

6. 1816. Ford, A. A. - The Many-Sided Franklin

7. 1817. Galt, E. M. - American Statesman  
"Franklin, the Political American"

8. 1817. Hale, E. E. - Stories of Franklin (Illustrated)

9. 1818. Halse, H. E. - Man Who Made His Name  
Benjamin Franklin - by Nathaniel Hawthorne

10. 1818. Hattis, Walter - American Legends

11. 1819. Hale, E. E. - Stories of Franklin (and others)  
Benjamin Franklin, the Great American

12. 1820. Elliott, F. A. - Good Stories for Great Americans  
"Benjamin Franklin and the American Statesman"

13. 1821. Spence, E. E. - Man Who Made the Nation

14. 1821. Taylor, E. E. - From Boyhood to Manhood - Life of Benjamin Franklin (A. Whitman and Co., Chicago)

15. 1822. Whitcomb and Owen - Famous Americans Ep. 1-15

16. 1823. Hale, E. E. - Little Folks' Plays of American Heroes  
Benjamin Franklin: a story and a play

17. 1824. Wilson, John - Heroes of America  
"Benjamin Franklin - Father of the Revolution"



Benjamin Franklin

C. 3094 Russell, Phillips - Benjamin Franklin, the First Civilized American Especially chapter - "A Young Man States His Creed of Life"

-----  
C. 1527 Youmans, W. J., ed. - Pioneers of Science in America

-----  
Morris, Charles - Heroes of Progress in America Pp. 33-43  
"Benjamin Franklin, the Father of the American Union"  
-----

For Teachers

Fisher - The True Benjamin Franklin

Morse - Benjamin Franklin

Benjamin Franklin

C. 3000 Russell, Elliptic - Benjamin Franklin, the first citizen  
American Encyclopedia chapter - "A Young man grows  
the dress of 1740"

C. 1830 Lawrence, W. D., ed. - Principles of science in America

Notes, Charles - Heroes of history in America  
Benjamin Franklin, the father of the American Union

For Teachers

Index - The true Benjamin Franklin  
Notes - Benjamin Franklin



Grade VIII Course "A"

Unit I. How did the U. S. A. attain its present important position in the "family of nations?"

- Aims
1. To understand how invention has made the world more compact and international relations more intimate.
  2. To know the United States as the western frontier of the white race.
  3. To appreciate that the U. S. A. must necessarily assume leadership, for better or for worse, in world affairs.
  4. To show how the United States has thus far met and solved problems involving foreign relations.

I. Introductory presentation by the teacher.

While independence had been won, the United States faced a great task in establishing herself on an equal footing with the nations of the world. It was highly essential that such things as financial credit, treaty relations, commercial intercourse and diplomatic recognition be firmly established; a task requiring great patience and fortitude on the part of those men who guided the destinies of the nation, especially in the early days of its existence. The present place occupied by the United States in the council of nations is a tribute to the success of those men. The story of the advance of the United States to its present position should have a strong appeal to all who love America.

II. Pupil participation in the Study of the Problem.

1. Problems of American neutrality during the French and English

War 1789-1815

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Grade VIII

Course "A" (cont.)

- (1) Jay's Treaty
- (2) War of 1812
  - a. Causes
  - b. Results
  - c. Perry, Hero of Lake Erie
  - d. U. S. Constitution
  - e. Jackson, the Land Hero of 1812
2. Policy of Isolation - Monroe Doctrine
  - (1) Proclaimed guardianship of western hemisphere  
"America for Americans"
3. Annexation of Hawaii
4. Spanish American War
  - (1) Causes
  - (2) Results
  - (3) Dewey at Manila Bay
  - (4) Leonard Wood, Theodore Roosevelt and the "Rough Riders"
5. Events and circumstances Leading America away from her Policy of Isolation
  - (1) Opening up of the Orient
  - (2) Increasing Immigration
  - (3) Increasing Commerce and Improved Transportation
  - (4) The acquiring of island possessions and protectorates after the Spanish American War
6. Virtual Abandonment of the Policy of Isolation
  - (1) The World War
    - a. Reason for U. S. entering war
    - b. Extent of our country's participation





Grade VIII                      Course "A"                      (cont.)

(a) Money and supplies

(b) Man power

(c) Transportation

c. The Turn of the Tide

d. The Armistice

e. Peace pacts

(a) The Treaty of Versailles

(b) Separate treaty with United States

(2) The League of Nations

(3) The Washington Conference

(4) The Dawes Plan

7. Our Present Position

(1) "Splendid Isolation" no longer possible

a. World has grown smaller - inventions have speeded  
up communication and transportation

(2) Responsibilities of the United States in the family of  
nations.

General and Special

Page 111

(1) General and Special

(2) General and Special

(3) General and Special

(4) General and Special

(5) General and Special

(6) General and Special

(7) General and Special

(8) General and Special

(9) General and Special

(10) General and Special

(11) General and Special

(12) General and Special

(13) General and Special

(14) General and Special

(15) General and Special

(16) General and Special

(17) General and Special



Grade VIII

Course "A"

(cont.)

Unit I      Bibliography

Burnham - The Making of Our Country

Gordy - History of the United States

Hart - School History of the United States

Leonard and Jacobs - The Nation's History

Robbins - School History of the American People

Tryon and Lingley - The American People and Nation

West and West - The Story of Our Country

Logie - From Lincoln to Coolidge      (Lyons and Carnahan)

Woodburn and Moran - The American Community      (Longmans, Green)

Benezet - Young People's History of the World War      (Macmillan)

Benezet - The World war and what Was Behind it.      (Scott Foresman)

Tappan - The Little Book of the war      (Houghton Mifflin)

Unit 2 - American History

Section - The Making of our Country

Topic - History of the United States

Topic - National History of the United States

Section and Lesson - The Nation's History

Section - National History of the American People

Section and Lesson - The American People and Nation

Section and Lesson - The Story of our Country

Section - The American People (Lives and Legends)

Section and Lesson - The American Community (Lives and Legends)

Section - Young People's History of the World War (Lives and Legends)

Section - The World War and What it Means to Us (Lives and Legends)

Section - The Little Book of the War (Houghton Mifflin)



APPRECIATION

Book - Stories of Heroes

By. 100-100

Book - U. S. - Famous American Naval Officers  
George Dewey and the War with Spain

APPRECIATION READINGS based on UNIT I

ATTENTION: READINGS based on UNIT 1



OLIVER HAZARD PEPPER  
ADMIRAL DEWEY

Beards, M. B. - Four American Naval Heroes

Mace - Stories of Heroism Pp. 388-390

Brown, J. B. - American Naval Heroes

Lewis, C. L. - Famous American Naval Officers Pp. 299-328

Boots and George Dewey and the War with Spain Pp. 158-160

Lefferts, W. - American Leaders Pp. 221-233

(Men who helped to make our country strong)

Levin, Chas. - Famous American Naval Officers

Mace, W. B. - Stories of Heroism Pp. 388-390

Seawall, M. B. - Twelve Naval Captains

Tappan, R. M. - American Hero Stories Pp. 218-223

Oliver Hazard Perry, who captured a British Fleet

Whitcomb and Owens - Famous Americans Pp. 178-185

Warrie - Heroes of the Navy in America Pp. 210-222

Stevens - Story of Our Navy Pp. 82-117

Parbur - Young Heroes of the American Navy





OLIVER HAZARD PERRY

Beebe, M. B. - Four American Naval Heroes

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Brown, J. H. - American Naval Heroes

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Foote and Skinner - Makers and Defenders of America Pp. 152-160

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Lefferts, W. - American Leaders Pp. 222-236  
(Men who helped to make our country strong)

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Lewis, Chas. - Famous American Naval Officers

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Mace, W. H. - Stories of Heroism Pp. 288-293

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Seawell, M. E. - Twelve Naval Captains

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Tappan, E. M. - American Hero Stories Pp. 218-223  
Oliver Hazard Perry, who captured a British Fleet

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Uhrbrock and Owens - Famous Americans Pp. 178-186

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Morris - Heroes of the Navy in America Pp. 210-238

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Stevens - Story of Our Navy Pp. 53-117

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Parker - Young Heroes of the American Navy

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OLIVER NELSON BERRY

Berry, M. B. - Young American Naval Heroes

Brown, J. M. - American Naval Heroes

Woods and Skinner - Leaders and Defenders of America Sp. 100-110

Westerly, W. - American Leaders  
(Men who helped to make our country strong)

Wright, Chas. - Famous American Naval Officers

Woods, W. H. - Stories of Heroism Sp. 2-222

Woolf, M. B. - Twelve Naval Captains

Tappan, E. M. - American Hero Stories  
Oliver Nelson Berry, who captured a British Fleet Sp. 210-220

Worthington and Owens - Famous Americans Sp. 170-180

Wright - Heroes of the Navy in America Sp. 210-220

Stevens - Story of Our Navy Sp. 30-117

Barber - Young Heroes of the American Navy



ANDREW JACKSON

Hotchkiss, C. C. - The Land Hero of 1812 (Appleton)  
The Life of Andrew Jackson

Tomlinson, E. T. Fighters Young Americans Want to Know Pp. 148-181

Burnham - Hero Tales from History Pp. 315-320

Foote and Skinner - Makers and Defenders of America Pp. 166-177

Burton - Four American Patriots Pp. 133-192

Andrew Jackson (Houghton Mifflin)  
Riverside Biographical Series

Evans, L. B. - America First Pp. 294-298





Grade VIII Course "A" (cont.)

Unit II What has made the United States the leading industrial nation of the world?

- Aims
1. To appreciate that the United States has been the heir to all the progress of the Old World.
  2. To realize that our man power has been recruited from all parts of the world.
  3. To appreciate how richly we have been blessed with natural resources.
  4. To know the importance of our country's position in the business life of the world.

I. Introductory Presentation by the Teacher

The teacher should seek to impress upon her pupils the fact that, while much of our present importance as an industrial nation is due to the energy and enterprise of the people of this nation, much is also due to our inheritance from the ages that have passed. For example, the compass, which enabled Columbus to discover this land of ours was probably used by a Chinese king about 2000 B. C., and was not brought to Europe until 1269 A. D.

The steam engine, which was the very heart of the Factory System is credited first to a Frenchman, then to an Englishman, and finally to James Watt, the Scotchman.

The alphabet, the basis of all our communication originated away off in Egypt and was brought down to us through the Phoenicians, the Romans and the peoples of medieval times.

Stories of this type should engender a feeling of respect for the people of other lands and other times, and a knowledge that we owe a great debt to those peoples who have gone before.





## Grade VIII Course "A" (cont.)

## II. Pupil participation in the study of the problem.

## 1. After the Revolution, the new nation turned to Industry and Commerce

## (1) The inheritance from the Industrial Revolution

- a. The spinning jenny
- b. The power loom
- c. The steam engine
- d. The cotton gin

## (2) Improved methods of transportation

- a. Fulton and his steamboat
- b. The Cumberland Road
- c. The Erie Canal

## 2. The rapid expansion of territory

(1) Louisiana purchased from France, 1803, at a cost of \$15,000,000

- a. Doubled area of United States
- b. Prevented disputes with France
- c. Prevented England from getting control of it.
- d. Gave us entire control of the Mississippi River

(2) Florida purchased from Spain, 1819 at a cost of \$5,000,000

- a. Spain gave up her claim to the Oregon Country and so strengthened our title to it.

(3) Texas annexed in 1845 at request of people of the state.

- a. Caused Mexican War

(4) Oregon claimed because of Capt. Gray's discovery of the Columbia River





## Grade VIII

## Course "A" (cont.)

- a. Lewis and Clark's exploration
- b. Fur-trading posts begun by Astor
- c. Our treaty with England and Spain 1818-1819
- d. Settled by treaty with Great Britain 1846
- e. Included what are now Oregon, Washington, Idaho parts of Wyoming and Montana

(5) Mexican Cession obtained by treaty of peace with Mexico in 1848.

- a. Included California, New Mexico, Arizona, Nevada Utah.
- b. Discovery of gold in California - the Forty-Niners.
- c. Results of the discovery of gold
  - (a) Firm possession of Pacific coast assured
  - (b) Immense increase in immigration
  - (c) Stimulated trade, transportation and commerce
  - (d) Led to the eventual discovery of the real wealth of the country in its fields of grain, its mines, vineyards, fruits, sheep and cattle.

(6) Alaska purchased from Russia, 1867 at cost of \$7,200,000

- a. Valuable for gold, copper, coal, iron, salmon, cod, herring, fur and sealing.

(7) New Territory acquired since 1893

- a. Annexation of Hawaii - 1898
- b. Samoan Islands secured by treaty from Germany 1899
- c. Philippine Islands purchased from Spain - 1898
- d. Guam ceded to U. S. by Spain - 1898
- e. Spain gave up all right to Cuba - 1899





## Grade VIII      Course "A"      (cont.)

- U. S. formally recognized the Republic of Cuba 1902
- f. Spain gave up Porto Rico to the U. S. 1898
- g. United States hired use of Panama Canal Zone 1904
- (a) Strip of land 10 miles wide
- h. Bought Virgin Islands 1917

## 3. The progress of invention

- (1) Invention of agricultural machines
- (2) Kelly and the Bessemer Steel Process
- (3) Elias Howe and the Sewing Machine - 1845
- (4) Charles Goodyear and rubber
- (5) The Telegraph - 1844
- (6) The Atlantic Cable - 1866
- (7) The Telephone - 1876
- (8) The printing press and linotype
- (9) The Automobile
- (10) The Wireless
- (11) Radio
- (12) Television
- (13) The airplane

## 4. The development of "Big Business"

- (1) Capital needed to develop vast lands and rich resources
- (2) Capital needed to develop and utilize machinery
- (3) The corporation - a means of accumulating capital

## 5. The United States in the world market

- (1) Balance of trade shifts with the World War
- (2) The U. S. A. now the "banker" among the nations.





Grade VIII Course "A"

Unit II Bibliography

Burnham - The Making of Our Country

Gordy - History of the United States

Leonard and Jacobs - The Nation's History

Robbins - School History of the American People

Tryon and Lingley - The American People and Nation

West and West - The Story of Our Country

Rugg and Schweppe - The Mechanical Conquest of America

Rugg and Schweppe - Explorers and Settlers Westward Bound

Bogart - Economic History of the United States

Casson - Romance of the Reaper (Doubleday, Page)

Johnson - We and Our Work (American Viewpoint Society)

Beeby - How the World Grows Smaller (Merrill)





APPRECIATION READINGS based on UNIT II





THOMAS A. EDISON

A model of Concentration, Hopefulness, Self-Confidence, Pleasure in overcoming difficulties.

Meadowcroft, W. H.      The Boys' Life of Edison  
(Especially chapter - "Edison Himself")

-----  
Law, F. H.      Modern Great Americans

-----  
Lefferts, W.      American Leaders      Bk. II      Pp. 116-129, 139-142

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Mace, W. H.      Stories of Heroism      Pp. 348-352

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Parkman, Mary R.      Conquests of Invention      Pp. 158-185  
"The Franklin of Our Times - Thomas A. Edison"

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Sanford and Owen      Modern Americans      (Laurel Bk. Co.)  
Thomas A. Edison      Pp. 17-27

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Uhrbrock and Owens      Famous Americans

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Burnham      Hero Tales from History      Pp. 385-291  
Edison, the Wizard of Many Inventions  
He gained Success - "By not watching the clock"

-----  
Morris, Chas.      Heroes of Progress in America      Pp. 301-308

-----  
Tappan, E. M.      Heroes of Progress      Pp. 199-207

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Perry      Four American Inventors      Pp. 205-251

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Evans, L. B.      America First      Pp. 405-408

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Holland      Historic Inventions

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Bachman      Great Inventors and Their Inventions

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Rolt-Wheeler, F.      Thomas A. Edison







ROBERT FULTON

Hale, E. E.      Stories of Invention      (Little-Brown)      Pp. 172-192

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Mace, W. H.      Stories of Heroism      (Rand McNally)      Pp. 337-340

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Morris, Chas.      Heroes of Progress in America      (Lippincott)  
                          Robert Fulton, the Inventor of the Steamboat      Pp. 96-100

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Parkman              Conquests of Invention      Pp. 222-241  
                          The man who gave America the steamboat, Robert Fulton

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McFee, Inez      The Story of Robert Fulton      (Barse and Hopkins)

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Sutcliffe, A. C.      Robert Fulton      (Macmillan)

-----

Perry                      Four American Inventors

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Iles                      Leading American Inventors

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Bachman              Great Inventors and Their Inventions

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Barstow              A New Nation

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Holland              Historic Inventions

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Lefferts              American Leaders      Bk. II  
                          Robert Fulton, the Successful Steamboat Maker      Pp. 16-37

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ROBERT WILSON

Hale, A. E. Stories of Invention (Little-Brown) pp. 192-193

Mace, A. E. Stories of Invention (Harcourt) pp. 256-257

Morris, Cass. A Book of Progress in America (Little-Brown)  
Robert Wilson, the Invention of the Steamboat pp. 25-26

Lawson The men who gave America the steamboat, Robert Wilson  
pp. 112-113

Moore, Inez The Story of Robert Wilson (Harcourt and Houghton)

Scollard, A. C. Robert Wilson (Macmillan)

Henry Four American Inventors

Ilies Leading American Inventors

Boorman Great Inventors and Their Inventions

Barton A New Nation

Holland Historic Inventions

Letters American Leaders, No. II  
Robert Wilson, the Successful Steamboat Maker pp. 12-13



William C. Gorgas

Tappan, E. M.      Heroes of Progress      (H-M)      Pp. 237-244  
William C. Gorgas, who made the canal zone safe.

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George W. Goethals

Tappan, E. M.      Heroes of Progress (H-M)      Pp. 254-263  
                  George Washington Goethals, Builder of the Panama Canal





## THEODORE ROOSEVELT

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|--------------------|--|-------------|
| Ellis, E. S.       | From Ranch to White House<br>Life of Theodore Roosevelt            |             |
| Lewis, W. D.       | Life of Theodore Roosevelt<br>(United Publishers)                  |             |
| Morris, Chas.      | Heroes of Progress in America                                      | Pp. 345-372 |
|                    | "Theodore Roosevelt, America's All-Around Man and Champion         |             |
| Hoar, G. F. ed.    | Book of Patriotism<br>"The Strenuous Life"                         |             |
| Emerson, E.        | Adventures of Theodore Roosevelt                                   |             |
| Hagedorn, H.       | Boys' Life of Theodore Roosevelt                                   |             |
| James, H.          | Military Heroes of the United States from<br>Lexington to Santiago |             |
| Law, F. H.         | Modern Great Americans   |             |
| Lefferts, W.       | American Leaders Bk. II  | PP. 330-345 |
|                    | Theodore Roosevelt, the President of Action                        |             |
| Uhrbrock and Owens | Famous Americans   |             |
| Wildman, Edwin     | Famous Leaders of Character  | Pp. 209-224 |
|                    | Theodore Roosevelt, the Idol of His country                        |             |
| Wade, M. H.        | Real Americans   | Pp. 1-65    |
|                    | "Theodore Roosevelt, the Man Who Overcame"                         |             |
| Tappan, E. M.      | American Hero Stories  | Pp. 277-289 |
|                    | "Theodore Roosevelt, American Citizen                              |             |
| Hagedorn, H.       | The Americanism of Theodore Roosevelt                              | (H-M)       |
| Pearson            | Theodore Roosevelt   |             |







Woodrow Wilson

C. 3024 Law, F. H. - Modern Great Americans

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C. 2526 Parkman, M. R. - Fighters for Peace

"The Champion of Peace: President Wilson"

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C. 3057 Wade, M. H. - Adventurers All

"Woodrow Wilson--Adventurer in the Cause of World Peace"

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C. 2710 Wildman, Edwin - Famous Leaders of Character

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For TEACHERS

B. 495 Seymour, Chas. - Woodrow Wilson and the World War  
(Chronicles of America)





Herbert Hoover

P. 5775 Large, L. A. - Little Stories of Well-Known Americans  
 "A Winning Man" Pp. 174-192

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 C. 2524 Parkman - Heroes of Today (Century Pp. 295-326  
 "A Citizen of the World: Herbert Hoover

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 C. 2693 Wade, M. H. - Real Americans Pp. 66-113  
 "Herbert Clark Hoover-the Savior of Helpless Children"

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 McSpadden Boys' Book of Famous Soldiers Pp. 330-339  
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JOHN J. PERSHING

Tomlinson, E. T.            The Story of John J. Pershing

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Parkman, M. R.            Fighters for Peace  
                             "The Big Chief" - General Pershing  
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Law, F. H.                Modern Great Americans

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McSpadden                Boys' Book of Famous Soldiers    Pp. 239-260  
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Dr. Howard L. Truman

Parkman, M. R. - MISCELLANEOUS APPRECIATION READINGS 88-102

A picture of the man: Howard L. Truman  
The Beloved Physician of Saranac

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Heroes of Today

Dr. Edward L. Trudeau

Parkman, M. R. - Heroes of Today (Century Pp. 133-162  
A pioneer of the Open: Edward L. Trudeau  
The Beloved Physician of Saranac Pp. 53-70

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P. 5384 Dillon, Wallace - The Story of Grenfell of Labrador & his  
life of Wilfred T. Grenfell (Fleming H. Revell Co.)  
Splendidly illustrated with actual photographs

Grenfell, Wilfred T. Adrift on an Ice Pan

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# Heroes of Today

## Wilfred T. Grenfell

### Wilfred T. Grenfell

Bridges and Tiltman - Heroes of Modern Adventure

Ch. - "Grenfell of Labrador"

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C. 2524 Parkman, Mary R. - Heroes of Today (Century) Pp. 53-80  
Wilfred Grenfell, the Deep-Sea Doctor

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P. 3984 Dillon, Wallace - The Story of Grenfell of Labrador: a boys'  
life of Wilfred T. Grenfell (Fleming H. Revell Co.)  
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Heroes of Today

Father Damien

P. 2271 Mabie, H. W. - Heroes Every Child Should Know (Grosset and Dunlap) Father Damien Pp. 320-332

P. 4621 Quiller-Couch - Roll Call of Honor (Nelson) Pp. 323-348  
A beautiful story of the sacrifices and death of one who brought a spiritual consolation to the lepers at Molokai.

L. 2041 Lang, Andrew - The Red Book of Heroes (Longmans-Green)  
The Apostle of the Lepers - Father Damien Pp. 95-108

Grady and Klapper - Reading for Appreciation Bk. I (Scribners)  
On Molokai the Gray: The Heroism of Father Damien





## Heroes of Today

JANE ADAMSCharles A. Lindbergh

Wade, Mary R. - Adventurers All

Ch. - "Charles Lindbergh, Glorious Adventurer of Today"

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West, James E. - The Lone Scout of the Sky

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Lindbergh, Charles A. - "We"

(Putnam)

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P. 5953 Holland, R. S. - Historic Airships

Pp. 277-290

A splendid description of his transatlantic flight

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Large, L. A. - Little Stories of Well-Known Americans (W. A. Wilde)

"The Man Who Was Ready"

Pp. 9-24

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JANE ADDAMS

Parkman, M. R. - Heroines of Service Pp. 297-322  
Jane Addams, a pioneer in settlement house work.

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Adams and Foster - Heroines of Modern Progress Pp. 280-307  
"Miss Addams is a modern democrat."  
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MARCONIMARIE CURIE

Curie - The Great Book of Inventions

Parkman, M. R. - Heroines of Service

Pp. 267-296

The Heroine of Radium: Marie Sklodowski Curie

The Polish girl who has made possible the saving of countless lives.

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Curie - The Great Book of Inventions

Parkman - Heroines of Service

Parkman, M. - The Great Book of Inventions

Pp. 267-296





MARCONIANTHONY CAPUTO

Baker - The Boys' Book of Inventions

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Darrow - Thinkers and Doers

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Doubleday - Stories of Inventors

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Parkman - Conquests of Invention

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Wade, M. - The Light Bringers

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Pp. 172-195

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ANDREW CARNEGIE

Husband, J. - Americans by Adoption (Atlantic Monthly Press)  
Andrew Carnegie Pp. 91-103

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1892, Vol. 1 - Joseph P. Halliday's life and work

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## JOSEPH PULTIZER

Wade, Mary R. - Pilgrims of Today (Little Brown)  
Joseph Pulitzer Pp. 231-253

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Seitz, Don - Joseph Pulitzer: his Life and Letters

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Charles P. Steinmetz

Hammond, John W. - A Magician of Science - The Boys' Life of Steinmetz.

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Sackett, R. L. - The Engineer: his life and his education  
Charles P. Steinmetz  
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MARY ANTON

Parkman, M. R. - Heroines of Service Pp. 185-210

The Making of a Patriot.

"Every ship that brings people from Russia and other countries  
where they are ill-treated is a Mayflower."

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Stephen Girard

- C. 2576 Husband, Joseph - Americans by adoption (Atlantic) Pp. 2-16  
The man who gave financial assistance in war of 1812  
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C. 3027 Morris, Charles - heroes of Progress in America (Lippincott)  
Stephen Girard, the Friend of the Orphan. Pp. 107-114  
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Jacob A. Riis

Husband, Joseph - Americans by Adoption (Atlantic Monthly Press)  
Jacob A. Riis Pp. 140-153

Wade, Mary H. - Pilgrims of Today (Little-Brown)  
Jacob Riis Pp. 54-111

Kills - Life and Story of Daniel Boone

Fitchburg - The Boys' Book of Facts

Ferry and Roads - Four American Figures Pp. 11-29

Farley, Lindsey - Daniel Boone, Backwoodsman

Gardner - American Leaders and Heroes

Gulliver - Daniel Boone

LaForte, E. - American Leaders Pt. I Pp. 200-276

Bartholomew - Hero Tales from History Pp. 111-240

Johnston, C. B. L. - Famous Scouts Pp. 70-71

McMurry - Pioneers of the Mississippi Valley Pp. 60-63

Swetney, K. D. - Ten Great Adventurers (Harper)  
Daniel Boone: Adventurer in Kentucky Pp. 120-247

Fiction

Quillman, M. T. - Growing with Daniel Boone





DANIEL BOONE

Tappan, E. M. - American Hero Stories (H-M) Pp. 189-195  
 "Daniel Boone, the Kentucky Pioneer"

Mace, W. H. - Stories of Heroism (Hand McNally) Pp. 241-248  
 "Daniel Boone, the Hunter and Pioneer of Kentucky"

Bruce - Daniel Boone and the Wilderness Road

Ellis - Life and Times of Daniel Boone

Fitzhugh - The Boys' Book of Scouts

Perry and Beebe - Four American Pioneers Pp. 11-68

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Gordy - American Leaders and Heroes

Gulliver - Daniel Boone

Lefferts, W. - American Leaders Bk. I Pp. 260-275

Burnham - Hero Tales from History Pp. 232-240

Johnston, C. H. L.- Famous Scouts Pp. 38-74

McMurry - Pioneers of the Mississippi Valley Pp. 68-83

Sweetser, K. D. Then Great Adventurers (Harper)  
 "Daniel Boone: Adventurer in Kentucky" Pp. 120-147

Fiction

Tomlinson, E. T. - Scouting with Daniel Boone





CAPTAIN JOHN SMITHROBERT E. PEERY

Sweetser, K. D. - Ten Great Adventurers (Harper)  
 "Captain John Smith: Adventurer in Many Lands" Pp. 66-92

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 Foote and Skinner - Explorers and Founders of America Pp. 112-135

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 McMurry - Pioneers on Land and Sea Pp. 68-102

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 Woodburn and Moran - Finders and Founders of the New World Pp. 93-114

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 Mowry - American Pioneers Pp. 34-46

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 Corney and Dorland - Great Deeds of Great Men  
 Peery Reaches the Pole Pp. 220-231

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 Lewis, C. L. - Famous American Naval Officers (L. C. Page)  
 Robert E. Peery and Naval Exploration Pp. 277-290

CAPITAN JOHN SMITH

Switzerland, R. A. - The Great American  
Cape John Smith: A History of the  
Pg. 100-101

Switzerland - The Great American  
Pg. 100-101

Switzerland - The Great American  
Pg. 100-101

Switzerland - The Great American  
Pg. 100-101

Switzerland - The Great American  
Pg. 100-101

Switzerland - The Great American  
Pg. 100-101



FRANCIS E. WILLIAMS  
ROBERT E. PEARY

Lafferty, W. - American Landers	SA. II	Pp. 336-338
Tappan, E. M. - Heroes of Progress of the White		Pp. 245-253
Robert E. Peary, Discoverer of the North Pole		
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McLean - Heroes of the Farthest North and the Farthest South		
Robert E. Peary		Pp. 154-173
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Faris - Real Stories of the Geography Makers		Pp. 289-302
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Horton - The Frozen North		
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Wade, M. H. - The Light Bringers		Pp. 1-69
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Sanford and Owen - Modern Americans		Pp. 109-116
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Corney and Dorland - Great Deeds of Great Men		
Peary Reaches the Pole		Pp. 220-231
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Lewis, C. L. - Famous American Naval Officers (L. C. Page)		
Robert E. Peary and Naval Exploration		Pp. 277-298
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FRANCES E. WILLARD

Lefferts, W. - American Leaders	Bk. II	Pp. 320-330
Frances E. Willard, Leader of the White Ribbon Army		
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Morris, Chas. - Heroes of Progress in America		Pp. 309-316
Frances E. Willard, the Woman's Temperance Leader		
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Tappan, E. M. - Heroes of Progress		Pp. 132-139
Frances Willard, Temperance Reformer		
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Adams and Foster - Heroines of Modern Progress		Pp. 215-244
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Parkman, M. R. - Heroines of Service		Pp. 89-115
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Gordy - Our Patriots		Pp. 150-153

FRANCIS E. WILLARD

Letters, W. - American Leaders  
Francis E. Willard, Leader of the White Ribbon Army  
Pg. 132-133

Notes, Chas. - Heroes of Progress in America  
Francis E. Willard, the Woman's Temperance Leader  
Pg. 132-133

Notes, R. W. - Heroes of Progress  
Francis Willard, Temperance Reformer  
Pg. 132-133

Notes and Notes - Heroes of Modern Progress  
Pg. 132-133

Notes, M. H. - Heroes of Progress  
Pg. 132-133

Notes - Our Patriots  
Pg. 132-133



Booker T. Washington  
the educational leader of the negro race

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Byrd's Polar Flight

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Byrd, Richard E. - Skywards

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Richard E. Byrd

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Byrd, Richard E. - Skywards



William T. G. Morton

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Helen Keller

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UNITED STATES OF AMERICA

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REV. M. J. JONES

Dear Sir: I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

---



CARL SCHURZ

Husband, J.      Americans by Adoption      (Atlantic Monthly Press)  
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WILLIAM H. HARRIS, JR. and WILLIAM H. HARRIS, JR.

of the County of ... State of ...

do hereby certify that the within and foregoing is a true and correct copy of the original as the same appears from the records of the County of ... State of ...

Witness my hand and seal of office this ... day of ... 19...

Notary Public for the County of ... State of ...

My commission expires this ... day of ... 19...

WILLIAM H. HARRIS, JR. and WILLIAM H. HARRIS, JR.

WILLIAM H. HARRIS, JR. and WILLIAM H. HARRIS, JR.





THE OFFICE OF THE  
SPECIAL AGENT IN CHARGE

TO THE DIRECTOR OF THE  
BUREAU OF INVESTIGATION  
FROM THE  
SPECIAL AGENT IN CHARGE

RE: [REDACTED]  
[REDACTED]  
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- Sherwell, G. A.      Simon Bolivar, Patriot, Warrior, Statesman  
C. 1898 "Simon Bolivar, the Washington of South America"
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- Lemley, H. R.      Bolivar, Liberator of Venezuela, Columbia, Ecuador,  
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- Shepherd, W. R.      Bolivar and the United States  
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- Jones-Sleman      Modern World Setting for American History  
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- P. 1671 Henning, F. - The Maid of Orleans  
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- P. 392 Mannix, Mary E. - A Child's Life of St. Joan of Arc (Benziger Bros.) Told in very simple language
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Thomas G. Masaryk -- Chief of Nationalist movement which led to establishment of Czecho-Slovak Republic  
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Sacrificed his life in Arctic exploration

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Dr. Alexis Carrel - 12. Nobel Prize winner

Keats - a remarkable Japanese scientist in modern biology

Paul Ehrlich - "greatest living expert in medicine and biology"

Henri Durrant - a Swiss who did splendid work in organizing the Red Cross

Capt. Francis H. Ledy - a Lawrence hero of the world war

Capt. Fries

Lionel Lincoln

Others who worked on raising the dead

Heroes of the Air Mail

Dr. William J. Gage

Dr. Hideo Kiyoshi

Prof. Adrian Stokes

Dr. William H. Young

all sacrificed their lives in service to  
the cause of human progress

Dr. H. W. Gage

"Has distinguished himself in the field of  
at Dallas, California, etc."

SIR JOHN FRANKLIN

Described his life in Arctic exploration.

Swedish, N. D. Ten Great Adventurers  
"Sir John Franklin: Adventurer in Arctic Seas" by J. A. S. 1881-1882

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Persons worth while knowing

Floyd Bennett - lost life in bringing relief to Bremen flyers

Ferdinand Foch

Dr. Alexis Carrell - The Carrel-Dakin solution

Noguchi - A remarkable Japanese scientist in Rockefeller Institute

Paul Erlich - "greatest living expert in medical science."

Henri Durant - A Swiss who did splendid in organizing the Red Cross

Capt. Francis M. Leahy - A Lawrence hero of the World War

Capt. Fried

Lionel Licorice

Divers who worked on raising the S-4

Heroes of the Air Mail

Dr. Maurice Wakeman

Dr. Hideyo Noguchi

Prof. Adriam Stokes

Dr. William H. Young

all sacrificed their lives in trying to  
find a remedy for Yellow Fever

Dr. H. Windsor Wade

"has accomplished miracles" in the leper colony  
at Culion, Philippine Islands.

Persons worth while knowing

David Bennett - lost life in sinking relief to French forces

Herbert Koch

Dr. Maria Cantrell - the Garret-Helm solution

Woguchi - A remarkable Japanese scientist in Rockefeller Institute

Paul Elliot - "fastest living expert in medical science"

Samuel Bryant - a Swiss who did splendidly in organizing the Red Cross

Dr. Francis M. Baily - a Lawrence hero of the World War

Capt. Elliot

August Lindholm

Persons who worked on raising the S-S

Heroes of the Air Mail

Dr. Maurice Waksman  
Dr. Hideo Woguchi  
Prof. Adrian Stokes  
Dr. William H. Young

all sacrificed their lives in trying to  
find a remedy for Yellow Fever

Dr. H. Wingard made "the accomplished miracle" in the paper column  
at Selma, Mississippi Islands.



- Nathan Straus - born in Bavaria, 1848  
 came to U. S. at age of 6  
 after 1914, devoted entire time to charity  
 Laboratory and distribution system for Pasteurized  
 milk  
 Distribution of coal to poor of New York City
- 
- Carl Schurz - born in Prussia, 1829  
 came to U. S. about 1852  
 campaigned for Lincoln  
 fought in Union army in Civil War  
 U. S. Senator from Missouri  
 Pres. National Civil Service Reform League, 1892
- 
- Joseph Pulitzer - Born in Hungary, 1847  
 came to U. S. and served in Civil War  
 purchased New York World, 1883  
 endowed School of Journalism at Columbia  
 gave large sums for educational and philanthropic  
 purposes
- 
- Michael Pupin - born in Hungary 1858  
 graduated Columbia 1883  
 discovered new method for ocean telephony, 1901  
 placed new method for ocean telephony, 1901  
 placed his wireless inventions at the service of the  
 government during World War  
 organized Serbian Relief Asso. at Columbia
- 
- Henry Morgenthau - born in Germany, 1856  
 came to U. S. at age of 9  
 ambassador to Mexico, 1920  
 ambassador to Turkey, 1913  
 displayed great tact and energy in handling af-  
 fairs in Turkey during World War.
- 
- Julius Rosenwald - born in Springfield, Ill., 1862  
 appointed member of Advisory Committee of Coun-  
 cil of National Defence, 1916  
 contributed large amounts to civic, philanthrop-  
 ic and educational enterprises  
 Y. M. C. A. buildings for colored people of the  
 South
-



Dr. John S. Edwards

- Born in Nevada, 1902  
came to U.S. in 1918  
after 1918, worked with  
Laboratory and Division of  
with  
Division of at one of New York City

Paul Edwards

- Born in Nevada, 1902  
came to U.S. in 1918  
assigned for Civil War  
to the Division of Civil War  
U.S. Laborer from 1918  
1922. Returned Civil War Division, 1922

Joseph Edwards

- Born in Nevada, 1902  
came to U.S. in 1918  
assigned for Civil War  
to the Division of Civil War  
U.S. Laborer from 1918  
1922. Returned Civil War Division, 1922

Michael Edwards

- Born in Nevada, 1902  
came to U.S. in 1918  
assigned for Civil War  
to the Division of Civil War  
U.S. Laborer from 1918  
1922. Returned Civil War Division, 1922

Sam Edwards

- Born in Nevada, 1902  
came to U.S. in 1918  
assigned for Civil War  
to the Division of Civil War  
U.S. Laborer from 1918  
1922. Returned Civil War Division, 1922

John Edwards

- Born in Nevada, 1902  
came to U.S. in 1918  
assigned for Civil War  
to the Division of Civil War  
U.S. Laborer from 1918  
1922. Returned Civil War Division, 1922



### BACK FROM THE ISLAND OF LIVING DEAD

The little ship steams slowly out of the harbor. And no one looks behind as the island vanishes in the noonday haze. It is the Island of Living Dead--Culion.

On the forward deck is a young Filipino mother, her eyes shining at the thought of rejoining children whom she had never hoped to see again. And here's a veteran American soldier--coming home. Here's a boy of twelve, only half aware of the horror he is escaping. These people are lepers who have been cured--lepers not doomed to watch their hands and faces rot slowly away--lepers who are clean.

For leprosy is curable. A year ago General Leonard Wood brought back the news, that a single American doctor, H. Windsor Wade, isolated in the Philippine leper colony at Culion, had cured over a thousand of these unfortunates. The general's last public speech before his death was an appeal for funds to aid Dr. Wade in his great-fight.

Dr. Wade stands out as one of the true heroes of science. He has sentenced himself to live among people suffering from the most hideous disease known to man. With pitifully inadequate equipment--with but few trained assistants--in the face of apparently insuperable handicaps--he has accomplished miracles.

General Wood asked for two million dollars for this cause. The first million has already been contributed by 15,000 Americans. The bulk of this fund will be used for research work to perfect the cure which as yet is successful only with those in the early stages of leprosy.

There are three million lepers--scattered all over the world. This



THE BATTLE OF BLOOMINGDALE

The battle of Bloomingdale was fought on the morning of September 11, 1847, between the British and the American forces. It was a tactical draw, but it was a moral victory for the Americans.

On the morning of September 11, 1847, the British forces, under the command of Major-General Sir John Colborne, moved on to the village of Bloomingdale. The American forces, under the command of Major-General David B. Birney, were positioned in the village. The British forces were defeated by the American forces.

The battle of Bloomingdale was a tactical draw, but it was a moral victory for the Americans. The British forces were defeated by the American forces. The battle was fought on the morning of September 11, 1847.

The battle of Bloomingdale was a tactical draw, but it was a moral victory for the Americans. The British forces were defeated by the American forces. The battle was fought on the morning of September 11, 1847.

The battle of Bloomingdale was a tactical draw, but it was a moral victory for the Americans. The British forces were defeated by the American forces. The battle was fought on the morning of September 11, 1847.

There are three million people--scattered all over the world.



BACK FROM THE ISLAND OF LIVING DEAD (Cont.)

loathsome disease has even crept into our own country. But now at last, there is hope for these miserable sufferers, for the methods worked out at Culion will be given to the whole world. Such a great cause as this is not charity--it is opportunity. It is a cause to which you will feel proud to have contributed.

(Interesting information on this subject may be obtained by writing the National Chairman, General James G. Harbord.

Mail your check to the National Treasurer, General Samuel McRoberts.)

Address all Communications to

LEONARD WOOD

MEMORIAL, INC.





## DEATHS

.....

## Leading Expert as to Yellow Fever

.....

Dr. A. Maurice Wakeman, who died Saturday of yellow fever, on ship returning from Africa, is the fourth eminent physician who has died recently while trying to find a remedy for the disease. He was a distinguished scientist, and a leaders in the Yale School of Medicine. When stricken, at the laboratory of the Rockefeller Foundation at Nigeria in Africa, he was investigating the chemical pathology of yellow fever, and had just begun a series of promising experiments, using monkeys as carriers. He was but thirty-one years of age and graduated from the Yale School of Medicine in 1923.

Others who have died in the same service were Professor Adrian Stokes of London University, Dr. Hideyo Noguchi, noted Japanese scientist, and Dr. William H. Young. All were stricken just as they were bringing their experiments to a close

(Quotation from Boston Evening Transcript, March 5, 1929)

U. S. A. .....% of total

Italy .....%

Lithuania .....%

Russia .....%

Poland .....%

Ireland .....%

Germany .....%

Spain .....%

Austria .....%

The other eight nationalities were under 1% each.





## Course "D"      Grade VIII

## Course in Local History

During the past 25 years a striking change has taken place in the personnel of the citizenry of Lawrence. The writer can vividly recall when, as a grammar school pupil, he used to hover about certain benches on the Lawrence Common where he could hear groups of old men discussing the times gone by, as they warmed themselves in the sun. At many a meal he heard his parents discuss many of the incidents and personalities that had been woven into the historical background of the city.

Now, the great majority of children in Lawrence have parents who feel no traditional bonds with Lawrence, who have no knowledge of the historical background of Lawrence, and, hence, have no sentimental attachment to the city. It is merely a place of residence, a place where they make eke out a livelihood, and they do not hesitate to migrate to another community if the rumor of better opportunities to be found reaches their ears.

No traditions that have to do with Lawrence come down to the children, and there arises a stern challenge to the schools to shoot through with meaning and sentiment the everyday situations and experiences that they meet.

An idea of the situation in Lawrence can be gleamed from a consideration of the U. S. census figures for 1920. Of a total population of 94,270 the foreign-born numbered 39,063. This means that 41% of the inhabitants of Lawrence were foreign-born as compared with 31.9% foreign-born in Boston.

The same census Reports shows 9.6% illiteracy in Lawrence, as compared with 4% illiteracy in Boston.

The following figures based on the membership of one school in Lawrence will serve to give an idea of the cosmopolitan makeup of the school population. A distribution was worked out based on the nationality of the parents. The birthplace of the parent was taken as the criterion. Therefore, children of Italian extraction, Jewish extraction, etc. whose parents were born in this country are listed under U. S. A.

Seventeen different nationalities were represented

U. S. A. -----	37%	of total
Italy -----	25%	" "
Lithuania -----	8%	" "
Russia -----	7%	" "
Poland -----	4%	" "
Ireland -----	4%	" "
Germany -----	2 $\frac{1}{2}$ %	" "
Syria -----	2%	" "
Armenia -----	2%	" "

The other eight nationalities were under 2% each.







## LOCAL HISTORY OF LAWRENCE

### Aims

1. To see our present community in its historic perspective.  
"Nothing just happens, everything happens the way it does because of what happened before."
2. To build up in the hearts of the pupils a sentimental attachment to the city.
3. To enable children to understand the significance of proper names used in the city.

### Chief sources of local history are

1. Oldest inhabitants.
2. Community records.
3. Old diaries.
4. Newspapers, pictures, etc.

### A. Settlement -- Founding the Community

1. Background of Legend - Indian settlers.  
Settled when? Why? By whom?  
Stories about first settlers.  
Hannah Dustin.

### B. Development -- Growth of Community.

1. The Merrimac
2. The building of the dam -- industrial pioneers.
3. The industrial development -- The Essex Company.

### C. The significance of names.

1. Street names. (with local significance)  
Lawrence St. - Bodwell St. - Storrow St. - White St.  
(White Fund-Public Library)  
Appleton St. - Parker St. - Saunders St. - Orchard St. -  
Garden St. - Ferry St. - Essex St. - Durant St. - Sargent  
St. - Huse St. Etc. Bruce St. - Ames St. - Butler St.
2. Street names (with national significance)  
Lexington St. - Trenton St. - Concord St. - Saratoga St. -  
Bunkerhill St. - Monmouth St. - Eutaw St. - Bennington St. -  
Dorchester St. - Cambridge St. - Washington St. - Jackson  
St. - Sheridan St. - Custer St. - Garfield St. - Union St. -  
Bradford St. - Winthrop Ave.
3. Growth of schools - significance of their names.
4. Growth of parks - significance of their names.
5. Public works - their growth.
6. The history of the government of Lawrence.



# LOCAL HISTORY OF LAWRENCE

1. To see our present community in its historic perspective. Nothing that happens, everything happens the way it does because of what happened before.
  2. To build up in the hearts of the people a sentimental attachment to the city.
  3. To enable children to understand the significance of proper names used in the city.
- Chief sources of local history are:
1. Oldest inhabitants.
  2. Community records.
  3. Old stories.
  4. Newspapers, pictures, etc.
- A. Settlement -- Founding the Community
1. Background of location -- Indian settlers.
  2. Settled when? Why? By whom?
  3. Stories about first settlers.
  4. Names of first settlers.
- B. Development -- Growth of Community
1. The marriage.
  2. The building of the dam -- industrial pioneers.
  3. The industrial development -- The Essex Company.
- C. The significance of names.
1. Street names. (With local significance)
  2. Place names. (With local significance)
  3. Street names. (With national significance)
- D. Growth of schools -- significance of their names.
- E. Growth of parks -- significance of their names.
- F. Public works -- their growth.
- G. The history of the government of Lawrence.



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